

EST

ANNUAL REPORT

1974 - 1975



DIVISION OF CURRICULUM AND INSTRUCTION
PUBLIC SCHOOLS OF NEWARK, NEW JERSEY

BOARD OF EDUCATION

NEWARK, NEW JERSEY 07102

STANLEY TAYLOR

SUPERINTENDENT OF SCHOOLS

E. ALMA FLAGG

ASSISTANT SUPERINTENDENT

IN CHARGE OF CURRICULUM

AND INSTRUCTION

MEMORANDUM TO: Mr. Stanley Taylor, Superintendent of Schools

FROM: E. Alma Flagg, Assistant Superintendent
in Charge of Curriculum and Instruction

DATE: July 10, 1975

RE: Annual Report for 1974-1975

Introduction

The Division of Curriculum and Instruction included the following areas of work in the school year which ended on June 30, 1975: curriculum development, teacher training, inservice education, art, libraries, music, physical education, health education, recreation, drug education, practical arts, testing in the first half of the year, and bilingual education in the latter half of the year. This diversified program has involved the assistant superintendent in the activities of directors, supervisors, coordinators, and specialists, as well as with the Superintendent's top staff and personnel at various levels throughout the system.

The year has included new experiences for most of us and in the process we have grown while contributing to the program of the schools. In the pages which follow, we shall describe the activities of the year and make some recommendations for the future.

EAF/aa

Curriculum and Instruction Office

I. Curriculum Committees

Aerospace Education

Mrs. Margaret Kiernan, Chairperson of the committee, guided the committee towards completion of the Secondary level format for the curriculum guide, and compilation of bibliography material (in the Center) for distribution to the secondary schools.

Mrs. Kiernan visited aerospace agencies and facilities in Chicago, Illinois; Purdue University; Houston, Texas; and Los Angeles, California. She brought back an abundance of material with her from the various facilities, and had the agencies ship additional material to the Aerospace Center.

Mr. King has arranged with Mrs. Durecia Watley, the Secretary for the Committee, and an Amateur Radio Operator, to set up an amateur radio station in Webster (for publicity purposes), and contact the amateur satellite now orbiting the earth.

The committee passed a resolution requesting that: Dr. E. Alma Flagg publicize throughout the school system, that Mr. Armond Turiello will provide his airplane and instructor services at a minimal price for flying lessons. His services are available to administrators, teachers and students.

On June 25, 1975, Mrs. Kiernan arranged a meeting with the Prudential Advertising Department for assistance in mounting pictures for use in the Center and distribution to the schools on a loan basis. At the meeting Mr. King suggested that aerospace words (submitted by him) be appropriately mounted for use in the Center. Mr. John Michels, in-charge, and an Arts High School graduate, agreed to offer any assistance needed in the Center. He will visit the Center at a later date to submit his ideas on artistically beautifying the Center, courtesy of his Department.

Throughout the school year, sessions were held at the center for all seventh grade students. The components of the program for seventh grade classes are described below.

Airport Tour included: Walk through an airplane, the hi-jacking system, rap sessions with flight personnel and ground personnel, tour of Terminal "A" and rolling tour of terminals "B" and "C."

Rolling tour of the Seaport which included: Port Newark, Port Elizabeth, containerized shipping, piggyback railroad shipping, and rap sessions with crew members of a ship.

Return to the Center for discussion of evaluation letters.

Aerospace Education (cont'd.)

Two Aerospace workshops for teachers were conducted by the National Aeronautics and Space Administration (NASA). Approximately 10 teachers attended the first workshop on December 18, 1974, and approximately 14 teachers attended the second workshop on January 8, 1975. The workshops were rated as the best most of the teachers had ever attended. The workshops demonstrated several effective teaching techniques in applying aerospace to the curriculum.

Visitors to the Center from areas outside of Newark included:

40 students, 2 teachers, and 6 parents from Harrison Avenue School in Roseland, New Jersey.

30 students, 3 teachers, and 3 parents from Our Lady Most Blessed Sacrament in East Orange, New Jersey.

20 Air Explorer Scouts and 3 adult advisors from Orange, New Jersey. They were sponsored by Mr. Ray Gorski, Hobby Industry Association of America.

25 Air Force Junior Reserve Officer Training Corps (AF Jr-ROTC) students, and the Colonel in-charge, from Memorial High School in Elmwood, New Jersey. They were sponsored by the Port Authority of New York and New Jersey.

Approximately 5,550 students, 30 teachers and 19 parents toured the airport under the Port Authority aviation tour program. The Port Authority assigns Tuesdays in each month to the Aerospace Center for Newark students to tour the Airport under the guidance of Miss Helen Hale. Seventh graders are excluded from this program.

In summary: A grand total of 5,815 students, 270 teachers, and 88 parents participated in the Aerospace Education Center program from September, 1974, to June, 1975.

Art Education

After studying the returns of a survey of the needs of the city's art education program, the Art Education Committee constructed and sent to all the system's art teachers a pamphlet based on the results of the survey.

The committee also successfully implemented projects to establish some communication among art educators in the school system (namely, what was being done in the way of art education in the various schools).

Bilingual

Will be ready for the printer by the second week of July, and should be in the schools by the fall. (Reading K-6 guide). Other guides under preparation include ESL, and Puerto Rican History and Culture (Secondary).

Early Childhood

The committee worked very hard during the year examining and evaluating text materials, researching new materials on early childhood education, and visiting schools that have exemplary early childhood programs. Following are the recommendations of the committee, along with a suggested teachers' inservice course on early childhood education:

All Early Childhood teachers should be released periodically for half-day workshops. Administrators, Chairpersons of Committees, Board of Education members and Associate Superintendent in Charge of Reading should be invited to participate in these meetings.

Teachers of (Pre-Kindergarten and Kindergarten) should be released from the mandatory hour of reading, because in a good kindergarten program, reading takes place in all activities throughout the day. Ideally this should be extended through Grade 3.

In place of packaged and programmed materials, it is recommended that pre-K and K Curriculum focus on social interactions.

All consultants employed in Early Childhood programs of the school system must have Early Childhood Training.

Early Childhood teachers should be invited to attend Pre-Service workshops at Morton Street Follow Through.

Materials and equipment essential to a good program should be made available for continual usage.

We strongly recommend the use of the existing curriculum guide in Early Childhood Education. This can be supplemented with, but by no means be replaced by, prepackaged materials.

It is recommended that a course be offered in Early Childhood. This course may be required of all Early Childhood teachers new to our school system.

Ecology and Conservation

The Ecology and Conservation Committee dedicated itself this year to collection of material for an ecology activity handbook to supplement our guide, Ecology and Conservation Guidelines (Pre-K - 12) and to the preparation of an outline for an oceanography guide.

Using two all-day meetings for field trips, the committee visited the New Jersey pine barrens and Gateway National Recreation Area at Sandy Hook -- valuable outdoor classrooms located in a state desperately in need of open areas.

English Language Arts

The committee completed the development of an extensive syllabus for all grades and, aided by contributions from numerous classroom teachers, assembled materials for two guides: elementary (pre-kindergarten through grade eight) and secondary (grade nine through grade twelve). Writers completed the tentative elementary guide, which was circulated throughout the schools, overwhelmingly approved, and revised for final printing. Work is proceeding in the compilation of a tentative secondary guide.

Foreign Language

The Foreign Languages Curriculum Committee continued its progress on a multi-language approaches and activities handbook. The group is also well on its way to constructing a foreign languages A/V booklet, as a service to the foreign language teachers of the city.

Home Economics

This committee established the need for a guide for instruction in this area in the middle grades (5 through 8).

Industrial Arts

The committee having gathered data for an encyclopedic guide to all areas of industrial arts, elementary and secondary, the writer prepared a draft for the guide, to be supplemented and illustrated through the resources of the Bureau of Practical Arts and typed for submission to the schools as a tentative course of study.

Mathematics

During the 1974-75 school year, the Mathematics Curriculum Committee produced drafts for a math activities handbook to supplement the Pre-K through Grade 8 Study Guide; a checklist of skills to be mastered during grades Pre-K through eight; and the general framework for study guides in Fundamentals of Ninth Grade Arithmetic and Mathematics Review.

Miniguides

A miniguide on the Bicentennial Activities for Schools was completed and sent to all the schools. Another one on the Metric* is being prepared, and should be ready by the Fall of 1975.

*System

Music Education

The Music Education Committee has completed its outline for General Music Guide (10th grade). Each member has been given an assignment to complete and have ready to submit for approval at our first fall meeting.

The completed outline:

- I. Elements of Music
- II. Vocal Music
- III. Instrumental Music
- IV. Musical Periods and Styles
- V. Nationalistic Music
- VI. Development of Opera
- VII. Dance Forms
- VIII. Applied Music
- IX. Music and Worship
- X. American Music
- XI. Recent Trends
- XII. Consumer Purchasing
- XIII. Applied Music
- XIV. Musical Careers

Physical Education, Health, and Safety

The committee and various subcommittees prepared materials of many sorts, which were used by teams of writers to prepare drafts for tentative guides in the following subjects: physical education (K-4), (5-8), (9-12); health and safety (PK-4), (5-8), (9-12); corrective and adapted physical education. The tentative guides for physical education (K-4), (5-8); and health and safety (PK-4), (5-8) have been produced for evaluation. Health and safety (9-12) has been edited for typing. The other tentative guides await editing.

Reading

Emphasis was on reading in the content areas for secondary schools.

Secondary Science

Our meetings were devoted to developing a biology guide for secondary students. It was decided that this guide had to have flexibility for use by the teacher and to cover a wide range of subject matter. Primary emphasis will be placed on activities that teachers can use in the classroom.

This guide will contain concepts, related activities and demonstrations, vocabulary, evaluations, visual aids, and references for teachers and students.

Each member of this excellent committee worked diligently to complete his assignment for Mrs. Ann Murray of Vailsburg High School, who was selected to write the guide.

Social Studies

Elementary - The committee held two all-day meetings to lay out the guidelines for a new guide. Members worked on bibliography and materials, and agreed on format/syllabus which I had worked out, based on both the contemporary and the traditional issues in the social studies. The actual writing of the guide has been left entirely with me. There has been speedy progress, and with clerical help, the guide should be completed by the middle of July and ready for the printer by the end of the month. The tentative guide has been evaluated, and the constructive suggestions are being carefully incorporated in the final copy. Committee members' attendance at the meetings during the year has been very poor.

Secondary - Interfacing African-American History with U.S. History I and II. A group of teachers and all the department chairmen have been working diligently with me under the mandate of the Superintendent of Schools in an effort to revise and update an addendum to the U.S. History guide (1974). The final copy should be ready by September 1975. The State Department of Education's Bureau of Urban Education is helping in this endeavor with consultation services and a small grant of \$4,500.

Special Education

With the completion of the Speech Curriculum guide, the committee immediately began work on techniques and activities for Socially Maladjusted pupils.

II. School Reaction to Guides and Miniguides

Bus Safety

Responses were received from fifty-one schools, of which fifty found the guide to be acceptable and one unacceptable.

Suggestions and comments from teachers included the following:

1. The guide is highly satisfactory.
2. No areas of concern have been omitted.
3. Sections of field trips and emergency procedures were particularly well done.
4. This curriculum should be mandatory for schools that bus their students.
5. Other schools should incorporate bus safety education into health and safety curriculum.
6. Perhaps overlays are available and can be included along with the visual aids.
7. Obtain audiovisual material for bilingual students.
8. Would like to see some posters illustrating bus safety rules.
9. It appears that a great deal of thought, time, effort and research produced a well-organized guide.

General Business

The tentative General Business Guide was sent to all secondary schools in the spring of 1975. The return of the evaluative questionnaire revealed the following:

1. Of the eleven schools that responded, ten indicated that the guide was satisfactory, while only one high school stated that the materials would be satisfactory if certain minor revisions were made.
2. General satisfaction was expressed as to format, suitability, student and teacher activities, and reference and resource materials.
3. Especially evaluated as highly satisfactory was the unit on orientation for the business education program in our secondary schools.
4. Most schools thought that greater emphasis should be placed on learning the meanings (in relationship to what they are studying) of the free enterprise system, capitalism, socialism, and communism.

Music Foundations

Of the eight schools responding, all found the guide acceptable. Comments and suggestions included these:

1. The guide suggests that students collect pictures of instruments, conductors, etc.

II. School Reaction to Guides and Miniguides (cond't.)

Music Foundations (cont'd.)

2. The materials will stimulate students in many areas.
It will require imagination on part of the teacher.
3. Good suggestions offered. Teacher given many possibilities for class preparation.
4. Bibliography is excellent.
5. Fine representation of each area of musical study.
6. More priority in Hispanic type music.
7. Only criticism is that areas covered are so vast that it will be difficult for teachers to be aware of the most important parts which should be covered in each school in order to standardize curriculum for every school in the city.

Ocean and Man

Responses were received from sixty-one schools indicating that this miniguide was acceptable. Five respondents found the guide unacceptable.

Suggestions:

1. Make activities more relevant to experiences of Newark pupils.
2. Devise several levels of a test for each grade for slow as well as average students (secondary).
3. Develop a booklet for preprimary and primary students with a variety of illustrations.
4. On the secondary level, include some areas in more detail.
5. Provide a text or paperback for teacher and students.
6. Include some detailed units for study.
7. Issue a bimonthly Ocean and Man Newsletter.
8. More emphasis on careers needed.
9. Have workshops for teachers.
10. List New Jersey college offerings in Oceanography.
11. Incorporate this into the science guide and Science, Language Curriculum at Outdoor Education Centers.

III. School Visitation by Curriculum Staff

During the 1974-75 school year, the curriculum staff was able to visit all of the city's elementary, secondary, and special schools. A survey of the visitation inventories recorded by the specialists revealed the following:

1. The staff obtained reactions to curriculum materials from teachers in all grades, from principals, and from other building supervisory personnel.
2. The staff not only visited classrooms but engaged in conferences with school personnel and conducted workshops and demonstrations requested by teachers in the schools.
3. There is almost complete awareness by all school personnel of the division's many guides, supplementary curriculum materials, and curriculum services.
4. The teachers are generally using the division's materials, as reflected in their lesson plans and the classroom situations observed by the curriculum specialists.
5. Most schools have well organized frameworks of curriculum evaluation and dissemination to implement the recommendations and offerings coming from the Division of Curriculum and Instruction.
6. The classroom teachers and administrative personnel not only continually offered concrete positive suggestions to improve the curriculum materials, but also recommended innovative ideas. Their recommendations included:
 - a. Set a priority as to "musts" that have to be covered.
 - b. A mini-guide to help deal with the emotionally disturbed.
 - c. Teachers want more curriculum orientation in their buildings.
 - d. Periodic workshops to review how guides are being used.
 - e. Produce supplementary materials for guides currently used.
 - f. A curriculum laboratory for special education.
 - g. A central resource center of all curriculum materials.
 - h. Update some of the "circa 1951" guides; they were "good then, and could be used again, after updating."
 - i. Be more specific in time allocations.
 - j. Start metrication.
 - k. More Puerto Rican curriculum materials.
 - l. Expand geography on all levels.

IV. Programs Involving Curriculum Staff

Aerospace Education

Mr. Tom Boykin, Mayor's Manpower Program, provided funds for buses during the summer program (July-August 1974), and during the month of September, 1974. The program was very successful, and Mr. Boykin indicated that he would give serious consideration to a similar program for the summer of 1975.

In October, arrangements were made by WBGO for taping the "It's Your Language" program. Mr. King assisted in the production of the program, and participated as the main narrator of the radio script.

All schools with seventh grade classes participated in the program from September, 1974, to June, 1975. The format was as follows:

Daily sessions to begin at 9:00 a.m. and conclude at 2:30 p.m. Sessions would be conducted from Monday through Thursday. Fridays would be used for visiting classes, re-evaluation of the program, repair of equipment, rearrangement of exhibits, and compilation of daily activities for weekly reports.

Sign-in, seating welcoming address, and discussion on purpose and objectives of the Center program.

Brief history of aviation (including Blacks), social, political and economic impact of Newark International Airport, and the Seaport to Newark.

Demonstrations included: Flight Simulator, Spaceship, Aerodynamics, Air Pressure and Air Currents. Role-playing included: Inflight Attendants serving passengers on a flight, passenger and ticket agent.

Career Opportunities Program

Involving teacher aides in the city's schools, this program came under the aegis of Curriculum and Instruction for the 1974-75 school year. It has been headed by Mrs. Mary M. Farmer with Mrs. Betty Rufalo as Teacher Trainer-Consultant. The program provides guidance and counseling, practicum supervision, and college courses and materials for the participants. It is designed to take persons indigenous to the community, working as teacher aides, and assist them in completing their education and preparing for teaching. The belief is that they bring something special and important to the children of the city's schools.

This year sixteen participants received their bachelor's degrees from Rutgers University in June.

IV. Programs Involving Curriculum Staff (cont'd.)

Inservice Education

The Board's program of inservice education for school personnel was assigned to the curriculum office for the year. In response to suggestions which were sought from persons throughout the system, many new courses were conducted. A great effort was made to render all courses, both old and new, more representative of college-level work for active professional persons. This program was managed in the first half-year by Mrs. Betty Rufalo, and in the second half-year by Mrs. Louise Robinson.

Student Teaching

The coordination of student-teaching was a one-year assignment for this office, handled by Mrs. Robinson and Mrs. Rufalo. Both women did an excellent job, and the area colleges were well-pleased with the service.

Intelicor

Intelicor, Inc., had been contracted by the Board of Education to produce retrieval handbooks of cross-reference curriculum and instruction materials for twenty of our schools. By June, 1975, the firm had oriented the schools as to the program, and had produced and delivered much of the cross-referenced materials that were promised. The company presently is processing the schools' curriculum inventories and will be ready to orient the teachers as to the use of the completed handbooks during the fall of 1975.

The Jerseymen Of Newark

This is a city-wide historical society founded by the Division in 1973 to give our youngsters an opportunity to interact collectively on the ideals of the New Jersey Historical Society's programs for junior historians -- Researching, Reading, Restoring, Reproducing, Rendering. This year has been filled with educational activities for the club members. The group has featured prominently in local and state historical programs. The group participated in the Society's Annual Winter Outing at the Ringwood State Park, and captured all the indoor and outdoor prizes. The club is listed as a Bicentennial member and has satisfied all the requirements. With a \$300 grant from the New Jersey Historical Commission, the club has completed an Oral History Interview with Senior Citizens of Newark. Other club involvements include city cleanup activities and visits to historic sites in the city.

<u>Participating Schools*</u>	<u>1974-75</u>	<u>Sponsor</u>
1. West Kinney Jr. High School		Miss Rachel Millard
2. Seventh Avenue Jr. High School		Mrs. Elizabeth Jefferson
3. Fifteenth Avenue School		Mrs. Mary Hones
4. Arts High School		Mr. Anastatio Doundas
5. West Side High School		Mr. Charles Malone
6. Division of Curriculum & Instruction		Staff

(*Schools by order of involvement.)

IV. Programs Involving Curriculum Staff (cont'd.)

Mathematics Laboratory at Clinton Avenue School

The Division of Curriculum and Instruction acted in a consultative capacity in the initiating of a mathematics laboratory program at Clinton Avenue School. This well equipped lab facility, run by competent teaching personnel, has serviced its own school's program and teachers from other schools taking in-service courses, and has become a model for trying and evaluating innovative materials and approaches.

SEED

Observations by the Division indicated that the SEED program in mathematics at Morton Street School has continued to accomplish its principal aim, namely to get elementary schools pupils thinking on levels that many educators traditionally considered to be too advanced for these particular students. The follow-up of the pupils who had been graduated from Morton and entered the seventh grade of a receiving junior high school, revealed that the SEED students were able to continue their improved levels of achievement; the experience appears to have been entirely beneficial to the participants.

TREND

The TREND program, in six of the city's schools, with its emphasis on mathematics and science, continued to make significant progress in its goals of increasing academic growth in mathematics and science; relating the two disciplines to the overall environment of the pupils; improving the skills of the participating teachers in the project's activities; and expanding the supportive roles of parents.

In addition, it should be noted that the overall project represents an excellent, meaningful, and vibrant implementation of the school system's curricula in science and mathematics.

Computer Assisted Instruction

The Computer Assisted Instruction Program in Mathematics and Reading has been expanded so that seven schools presently are being serviced -- one senior high school, three junior high schools, and three elementary schools.

The reading materials were constructed by the Computer Curriculum Corporation, while the mathematics component was drawn from Science Research Associates' Arithmetic Proficiency Training Program. The Division of Curriculum and Instruction was involved in devising the content level and order for the mathematics program.

The division also is actively participating in the evaluation of the entire CAI program in the schools; this evaluation will be completed at the end of the 1975-76 school year.

IV. Programs Involving Curriculum Staff (cont'd.)

Committee for Teacher Preparation in Reading and Mathematics

A special committee to set criteria and standards for selecting teachers of elementary school reading and mathematics was appointed by the superintendent. The Division of Curriculum and Instruction has contributed significantly to the committee's progress.

School Emergency Planning

The Metropolitan Regional Council held a two-hour seminar on Tuesday, March 4, 1975, at the Hall of Records Law Library, Newark, New Jersey.

The purpose of this seminar was to focus attention on school emergency planning and the role of school administrators in community civil preparedness activities. Recent disasters have placed ever-increasing emphasis on the need for preparing school systems to react to major emergencies in order to save lives and minimize property damage.

The panelists were:

- Dr. Paul Salmon, Executive Director, American Association of School Administrators, Arlington, Virginia;
- Dr. John Davis, Division of Superintendent of Fairfax County Schools, Fairfax, Virginia;
- Dr. Carl Adkins, Superintendent of School System, Xenia, Ohio.

Superintendent Adkins has faced many problems in the wake of the tornado which devastated Xenia in April, 1974. His experiences in past disaster recovery operations provided valuable information to all who could be faced with major emergency situations.

Some important considerations for the development of a disaster preparedness plan were developed by the committee:

1. A program must be developed consistent with the appropriate local community or county emergency plans.
2. The responsiveness of the personnel is the key to favorable reactions in coming to grips with emergency situations.
3. An Emergency Control Center should be established to take over all school resources.

Mr. Simeon Moss, County Superintendent of Schools, announced that a plan establishing policies for the protection of all school children of Essex County, would be available by April, 1975.

IV. Programs Involving Curriculum Staff (continued)

Career Awareness Radio Series

Students from our eight high schools participated in a Career Awareness Radio Series recorded by WNJR. The series was sponsored by the Division of Curriculum and Instruction, the Guidance Department, Radio Station WNJR, the Greater Newark Chamber of Commerce, Western Electric, and Bamberger's.

The panelists conducted discussions on these career topics: communications, government, manufacturing, marketing and distribution, business, finance, health, and transportation. Mr. Charles Green, news reporter for WNJR, functioned as group facilitator.

Salient objectives were to expose students to the career fields cited above and motivate them to learn basic skills and habits of communication, reasoning, decision-making, dress, and personal demeanor required for today's employment market.

Minicourses in Banking and Finance

Representatives from the Greater Newark Chamber of Commerce and Midlantic Bank will collaborate with the Curriculum Division in the development of time-relevant minicourses in the banking and finance industries. The minicourses will encompass the broad continuum from junior high school to adult education. Expert consultation in the production of these guides will also be provided by other experts in the business sector. A prime objective is the creation of a banking career path chart. Interesting and informative film strips supplied by the banking milieu will reinforce the performance objectives and related activities incorporated in the curriculum models.

The Essex County Career Education Steering Committee For Articulation

The Essex County Career Education Steering Committee For Articulation has been most responsive to meeting vocational needs and is utilizing all available resources for disseminating career information to all school districts within the county. The basic function of the Committee is to develop a comprehensive plan for career education within the county on a long-range basis that is commensurate with the total career development concept. The steering Committee is endeavoring to identify district needs and move ahead to meet them. They intend to promote innovative and interdisciplinary approaches through institutes and workshops and disseminate their findings to the 22 school districts in Essex County.

Subcommittee on Secretarial-Office Occupation Careers

The Newark Career Education Advisory Committee is a joint committee composed of educators, business and government leaders, students, and parents working in unison to maintain thorough and efficient education for Newark students. Various subcommittees of the Newark Career Education Advisory Committee are engaged in a wide variety of activities such as: work experience program evaluation, public relations, curriculum development, and communication.

IV. Programs Involving Curriculum Staff (continued)

Subcommittee on Secretarial-Office Occupation Careers (continued)

The establishment of a new subcommittee in the Secretarial-Office Occupation Career cluster was a highly productive undertaking. The subcommittee assessed ongoing programs offered to Newark students in this business component and developed valid recommendations for continued improvement, expansion, and implementation. The group is composed of representatives from these sectors: the Newark Chamber of Commerce, Essex County College's Business Department, Essex County Vocational and Technical Schools, the Division of Curriculum and Instruction, the Guidance Department, and business department chairpersons.

Curriculum Night

Curriculum Night has been held at The Newark Museum each year, this year with the title "Newark Schools Face the Bicentennial." Teachers, students, parents, and other friends of education found it rewarding to attend this cooperative program at the Newark Museum on Wednesday, May 21, 1975, sponsored by the Advisory Committee on Curriculum, The Newark Museum, and the Division of Curriculum and Instruction. Revealed to them by means of displays of educational projects, entertaining performances in varieties of cultural forms, and the accounts of alternative schools was the impressive range of opportunities for learning offered to Newark's young people.

Chairpersons' Day

On May 30, a meeting for Curriculum chairpersons from all schools was held at The Newark Museum. The topics of Hunger and Nutrition were treated by Mrs. Dorothy Brooks, Mrs. Martha Love, and Mr. Robert King; Women in Literature by Miss Anna Lehlbach, Dr. Philip Weil, and Miss Claire Whittaker; The Bicentennial by Dr. Emeka Manuwiuke and Mrs. Louise Robinson; and Maps and Globes by Mr. Jack Bergenstock, Mr. Jack Soroka, and Dr. Julian Ziegler. The day's program was conducted by Miss Patricia Lacey.

Happenings

Happenings were instituted at Wickliffe Street School, with all schools invited to send one representative to each of the three workshops. The sessions were devoted to Geography, International Women's Year, and the Bicentennial. Guest speakers came from the New Jersey Department Education, WNJR, New Jersey Historical Society, William Paterson College, Newark Library, and Newark Museum. At all sessions interesting and useful materials were distributed to the participants.

V. Conclusion

The professional staff of the curriculum office for 1974-75 consisted of these curriculum specialists -- Patricia A. Lacey, Emeka Manuwuiké, Jack Soroka, Philip Weil, Claire Whittaker, and Julian Ziegler; of one Aerospace Coordinator, Robert L. King; and of seven teacher trainers -- John DePalma, Aaron Fishman, Hazel S. Freeman, Marie B. Gaines, Leontine Mascia, M. Louise Robinson, and Betty Rufalo.

Services were provided to schools in the forms of curriculum guide orientation, subject-matter workshops, demonstration lessons, inservice courses, college liaison, program consultation, and others as requested.

This staff participated in school audits and members were particularly sensitive to availability and use of curriculum guides and other instructional materials as well as to teaching methods.

A need of which we were very much aware was the need for publicity -- before, during, and after significant events. Here Mrs. M. Louise Robinson played an important role. Her personal talks and visits with newspaper personnel resulted in stories in the Star-Ledger, the Afro-American, the Italian Tribune, and the Elizabeth Daily Journal. Within the school system, reliance was placed upon personal contacts, bulletins, and Curriculum Notes.

Members of the staff maintained an active professional life and participated in numerous civic and cultural activities. Details may be seen in the appendices.

We feel that progress has been made in serving the instructional programs of the schools, and that constructive relationships have been built which will increase the likelihood of utilization of materials and services for the benefit of students.

We would suggest that attention be given to those individuals and schools rendering significant services in curriculum and instruction, conducting productive programs, winning awards of grants or prizes, and participating in professional activities on the state and national levels.

We further suggest that efforts be made to stimulate those schools which have no innovative programs, no members on curriculum and textbook committees, no responses to instructional inquiries, and no students winning recognition for outstanding achievement in various areas of endeavor.

When central office administrators, building administrators, and parents attend to, recognize, and reward those students and teachers who perform and achieve, willingly and with distinction, not only will the achievers tend to do more but also other students and teachers in greater numbers will channel their energies in promising and productive directions. This means greater achievement for the district, and we intend to be part of it.

Comprehensiveness, cohesiveness, and cooperation will enable us all to move forward together.

Appendix A

PROFESSIONAL MEMBERSHIPS OF CURRICULUM STAFF

American Association of School Administrators
American Association of University Professors
Association for Supervision and Curriculum Development
Council for Exceptional Children
International Piaget Organizations
International Reading Association
Kappa Delta Pi
National Aerospace Education Council
National Art Education Association
National Association of Rocketry
National Council of Teachers of English
National Council of Teachers of Mathematics
National Council for the Social Studies
National Education Association
National School Public Relations Association
National Science Teachers Association
New Jersey A.S.C.D.
New Jersey Council of Teachers of English
New Jersey Education Association
New Jersey Environmental Council
New Jersey Historical Society, Advisory Board
New Jersey Historical Society, Sponsor of Jerseymen
New Jersey Reading Teachers Association
New Jersey Science Supervisors Association
Newark Science Teachers Association
Phi Delta Kappa
Smithsonian Institution

Appendix B

Civic, Cultural, and Service Memberships

Alpha Kappa Alpha Sorority
Alumni Association, Kean College
Alumni Association, Montclair State College
American Association of University Women
Bayley Seton League
Catholic Forum
Gerechtigkeits Lodge, Brith Abraham
Indiana State University Alumni Association
James Street Study Group
N.A.A.C.P.
National Council of Negro Women
National Association of College Women
Newark Bicentennial Committee
Newark Chapter, UNA
Newark Committee for New Jersey Symphony Orchestra
Newark Museum
Newark Preservation and Landmarks Committee
Newark Pioneer Lodge, Brith Sholom
Phi Delta Kappa, National Sorority of Teachers
Phillis Wheatley Literary Club
Police Athletic League of Elizabeth
Seton Hall University Alumni Federation
Soroptimist International of Newark
Urban League of Essex County
Venereal Disease Service Organization
YMWCA of Newark and Vicinity

Appendix C

Services, Publications and Studies

Awards

N. S. F. Fellowship on Social Studies Innovation, Manuwuike

Consultant Services and Speaking Engagements

Mathematics Teachers (national, state, and sectional), Weil
 Institute for the Education of Women, Lacey
 Essex Catholic High School, judging History Fair, Manuwuike
 Research Design for Study on Alcoholism, Weil
 Law-related Education, ABA, Manuwuike
 Fordham University (Multiethnic Education), Flagg
 Newark Fire Department, Whittaker

Courses Studied

Supervision of Instruction, Whittaker and Ziegler
 Physics and Astronomy, Whittaker
 Supervision in Secondary School, Ziegler
 Secondary School Curriculum, Ziegler

Publications

Coping With Newark's Drug Abuse Dilemma, Soroka
 Drug Education, curriculum guide, The Division
 Puerto Rico, curriculum guide, The Division
 Job Orientation and Work Experience Program, Manuwuike
 Oral History in Newark, Soroka and Manuwuike
 Music Foundations, curriculum guide, The Division
 The Bicentennial, miniguide, The Division

Teaching Services

Journalism, Newark Evening High School, Weil
 Public Speaking, Newark Evening High School, Weil
 N.T.E. Seminar, Ziegler
 Drug Education, Soroka

Appendix D

Workshops and Conferences Attended

A.S.C.D., national convention
Ecology Fair, Newark Museum
Educational Foundation for Human Sexuality, Montclair State College
McGraw - Hill Awareness Conference
Metropolitan Regional Council, Essex County Hall of Records
Metropolitan School Study Council, Columbia University
New Curricula for Multi-ethnic Schools, Columbia University
New Jersey Bicentennial Workshop
New Jersey Health Association Workshop on Hypertension
New Jersey Right-to-Read
Project COED
SRA Conference on Early Childhood Education
Title I Meeting on PLAN
Urban Curriculum Conference, Atlanta
Venereal Disease Exhibit, Newark Museum
Venereal Disease Seminar, United Hospitals
Whaling in New Jersey, Newark Museum

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1974 - 75

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I. INTRODUCTION

The year 1974-75 was a busy and productive one for the Bureau of Art Education. With the appointment of Mrs. Franotie A. Washington as Supervisor of Art Education in September, 1974, art teachers were enabled to receive advice and counsel to a degree that has not been available to them in the last several years. Supervision on a scheduled basis was heartily welcomed by art teachers and school administrators alike. On-the-spot observations and the subsequent recommendations made concerning the art program provided the means for the school administrator and the art teacher to co-operate more effectively together toward achievement of common goals: improvement of art instruction, course offerings, and facilities. Increase in the quality and quantity of the art work submitted for exhibitions and contests, for instance, is directly related to the encouragement and vis-a-vis contacts made by the supervisor. Obviously, sole communication with art teachers through memoranda issued from a central office can never receive the same results.

It should also be noted that Mrs. Washington was an excellent choice for the position of Supervisor. Familiar with scheduling, outgoing in personality, and competent in her field, she accomplished more in one year of supervision of art in the Newark Public Schools than that which might have been expected of a person new to the position. Just the same, no one person could be equal to the task of supervising one hundred thirty eight teachers in ninety one schools adequately. (Arts High School, having a chairman to supervise members of the art staff, was not serviced.) Due also in part to in-office duties and responsibilities associated with Bureau involvement in a variety of programs, Mrs. Washington was unable to see individual art teachers on an average of more than twice a year.

Mr. John Rzeszutek, art teacher newly assigned to the Arts Workshop in September, 1974, too, proved to be an asset. His experience and expertise in the field of commercial art, and his training as an art teacher, bore fruit in the excellence of art work prepared for this Bureau and other departments of Central Office, and in the excellence of the inservice courses conducted under his direction at the Arts Workshop.

The number of student exhibitions and competitions ministered by the Bureau exceeded that of last year - one of the goals projected for this year in the 1973-74 Annual Report. Again, sponsorship was freely offered by interested civic, social, and business organizations - a significant trend in support of growing recognition of the importance of art in education. * As an instance, the Newark Youth Art Exhibition '75 steering committee - larger than last year's - comprised representatives of the College of Medicine and Dentistry of New Jersey, various cultural groups, and interested citizenry. In short, more and more people want to offer more and more opportunity to, and support of, talented youth in the city of Newark.

The feeling of success and pride in accomplishment that accompanies an active and productive program is clouded at this time by the prospect of loss in services of Bureau personnel necessitated by cuts in the projected 1975-76 school budget. The Bureau, with a 50% reduction in its staff, cannot possibly function in the same way as it has in the recent past. Hopefully, these positions may be reinstated, so that the goals and objectives projected for next year may be realized.

* A Rockefeller Panel Report on Art, similar to that produced for the performing arts in 1965, will be forthcoming in 1976. It is expected to have similar far-reaching effects, supported as it will be by the Rockefeller Brothers Fund. The report - to be prepared by a panel of educators, businessmen, foundation and news people, and practitioners in the arts - will be aimed at influencing curricula at all educational levels and impressing on public attention "the significant role that the arts must play in education and beyond." (from a recent New York Times article)

II. ADMINISTRATION AND SUPERVISION OF THE BUREAU OF ART EDUCATION

A. ORGANIZATION

Personnel:

Director

Supervisor

Two full-time art teachers assigned to the Arts Workshop, division of the Bureau of Art Education

Two clerks, one senior and one junior

B. AREAS OF RESPONSIBILITY

Director of Art Education:

1. In accordance with the general policy of the Superintendent of Schools, the Director is responsible for the organization, administration, and supervision of his staff and of art education in the Newark public school system, which includes secondary, elementary, special education schools, and the professional art school - the Newark School of Fine and Industrial Art.
2. The Director makes recommendations to the Superintendent through the appropriate Assistant Superintendent, with respect to curriculum modification and improvement; qualifications, appointment, and assignment of supervisors, art teachers, and bureau clerks; purchase, use, and transfer of necessary and desirable equipment and supplies; and design and equipment of art rooms.

Supervisor of Art Education:

1. Improvement of art instruction on all levels in assigned schools through guidance, counseling, and demonstration
2. Assistance to the school administrator in appraising the teaching and physical situation, along with recommendations made for their improvement
3. Review of art orders and exhibition material
4. Recommendation for placement of student teachers
5. Assistance to the Director in implementing programs
6. Special assignments delegated by the Director, such as participation on textbook evaluation and exhibition committees

Arts Workshop:

1. Required inservice course for art teachers new to Newark; also open to classroom teachers if space permits
2. Lending services - slides, books, prints, and sculpture - which include the Catherine A. Blewitt Memorial Prints, the Art of Black America Prints, and a collection of African and Mexican sculpture, available on loan to schools for one month
3. Reception, display, and distribution center

4. Firing of ceramic pieces for schools having no kilns
5. Demonstration of art techniques, especially of ceramic firing and silk screen processes
6. Testing of new art materials
7. Setting up of student art work displays in the Board of Education building
8. Preparation of exhibition material for various art shows
9. Preparation of teacher-aid materials
10. Board of Education and school art service; preparation of posters, cover designs and illustrations, letterheads, and printed signs

C. GOALS AND OBJECTIVES - 1975-76 SCHOOL YEAR

Goal: To administer an effective art education program

Objectives:

1. To provide each child attending Newark public schools varied opportunities for attainment of a positive self-image through aesthetic response, appreciation, and creative achievement in art
2. To encourage and maintain quality performance by art teachers and Bureau of Art Education staff members
3. To acquire additional art supervisory personnel requisite to adequate supervision of art teachers
4. To stimulate extension of the art program within the school and community
5. To establish effective communication with regard to art activities and the art program
6. To invite constructive criticism for improvement of the art program
7. To help provide solutions to problems involving art-teacher personnel, receipt of art supplies, and other
8. To ascertain needs and costs of materials, equipment, and personnel for budgetary purposes
9. To provide complete and carefully prepared reports and memoranda for review by the appropriate Assistant Superintendent
10. To establish a cordial relationship with all departments and divisions

D. ART TEACHER ASSIGNMENTS

1. Organization as of June, 1975:

SCHOOLS SERVED	REGULAR APPOINTMENTS	PROVISIONALS		SUBSTITUTES		TOTAL TEACHERS
		Vacancy	Furlough	Vacancy	Furlough	
8 Senior High	25	5	-	-	-	30
5 Junior High	11	3	-	-	-	14
70 Elementary	61	25-3/5	-	2	3	91-3/5
9 Special Ed.	6	1-2/5	-	-	-	7-2/5
--	--	35	-	2	3	--
92 SCHOOLS	* 103 REGULAR	35 PROVISIONALS		** 5 SUBSTITUTES		143***

* Does not include teachers on furlough

** Does not include regular position presently being filled by daily substitute.
(Two interns, filling one art position at Clinton Avenue School, resigned in March.)

*** Does not include two art teachers assigned to Arts Workshop, Bureau of Art Education

2. Anticipated organization for 1975-76 school year:

School assignments must await official notice of list of art teachers to be retained in accordance with number of art positions available. Staffing will also be conditioned by the following:

- a. Return of four (4) regularly appointed elementary school art teachers, presently on leave, in September, 1975
- b. Anticipated one-year maternity and rest and recreation furloughs beginning September, 1975:
 - Secondary schools - 2
 - Elementary " - 2
- c. Anticipated retirements:
 - Elementary schools - 2
- d. Anticipated resignations:
 - Elementary schools - 2
- e. Anticipated "bumping" of art teachers by persons presently assigned in above-teacher rank positions:
 - Secondary schools - 2

III. ACTIVITIES - BUREAU OF ART EDUCATION

A. VISITATION TO SCHOOLS: September, 1974 - June, 1975

1. Director of Art Education

(Beyond regular school visitations made by Supervisor of Art Education)

Senior High	-	8
Junior High	-	2
Elementary	-	14
Special Education	-	1
Newark School of Fine and Industrial Art	-	5
Total:		30

2. Supervisor of Art Education

SCHOOLS	Number Schools Serviced	Number Art Teachers	Number of Visits to Individual A r t T e a c h e r s						TOTAL
			One	Two	Three	Four	Five	Six	
SENIOR (except Arts High)	7	24	2	7	11	7	-	-	77
JUNIOR	5	14	2	6	4	2	-	-	34
ELEMENTARY	70	92-3/5	31	30	19	6	-	1	178
SPECIAL	9	7-2/5	5	2	1	-	-	-	12
GRAND TOTALS	91	138	40x1	45x2	35x3	15x4	-	1x6	301
			40	90	105	60	-	6	

B. PARTICIPATION IN SCHOOL AUDITS

1. Director of Art Education

Senior High	-	1	
Junior High	-	0	
Elementary	-	5	
Special	-	2	
		<u>8</u>	8

2. Supervisor of Art Education

Senior High	-	3	
Junior High	-	0	
Elementary	-	1	
Special	-	3	
		<u>7</u>	<u>7</u>
Total:			15

C. STAFF PARTICIPATION ON COMMITTEES

1. Art Education Curriculum

2. Art Textbook Evaluation (Director: Chairman)

New Art Books Reviewed	-	8
" " Recommended	-	7
" " Rejected	-	1

3. Career Education Curriculum (Director only)

4. Newark Teen Arts Festival

5. Newark Youth Art Exhibition '75

D. STAFF MEETINGS CONDUCTED FOR ART TEACHERS

1. Orientation Day Program for Teachers New to Newark - afternoon session, Barringer High School, September 3, 1974
2. Elementary and Special Education - Bureau of Art Education, December 9-10, 1974
3. Presentation by Al Kochka, Director of Arts and Humanities, New Jersey Department of Education:
 - Secondary - February 4, 1975 (Bureau of Art Education)
 - Elementary - February 25, 1975 (New Jersey Historical Society)

E. PARTICIPATION IN EXHIBITIONS AND CONTESTS (Names of prize winners and exhibition participants are listed on Superintendent's bulletins to principals.)

1. "Who Am I?" Exhibition, participated in by elementary school children in Essex County, September 22 - October 20, 1974
2. United Nations Exhibition - City Hall rotunda, October 18-31, 1974
3. National Career Guidance Week Poster Contest - Exhibition in schools, November 10-16, 1974 (All levels)
4. Brotherhood Week Poster Contest - Exhibition of prize-winning posters, Bamberger's windows, March 21 - April 4, 1975 (High school level)
5. Newark Teen Arts Festival Art Exhibition - March 20-23, 1975 (Junior and senior high school level)
6. State Teen Arts Festival Art Exhibition in Trenton - May 3-26, 1975 (Twenty-four students whose art works were chosen for display at the state level attended the State Festival on May 6.)
7. Newark Youth Art Exhibition '75 - College of Medicine and Dentistry of New Jersey, April 15 - May 4, 1975. In addition to award of U. S. Savings Bonds ranging in value from \$100 to \$25, and other gifts, to prize winners, four scholarships were awarded to outstanding graduating seniors who plan to further their education in art. (Junior and senior high school level)
8. Newark Youth Week Junior and Senior High School Art Exhibition - City Hall rotunda, May 15 - June 4, 1975. In addition to award of certificates and medals, the Rotary Club offers annually a scholarship to an outstanding graduating senior interested in pursuing three years of study at the Newark School of Fine and Industrial Art (Junior and senior high school level)
9. "Animals in Art" International Humane Poster Contest (All levels)
10. 1975-76 Newark Board of Education WEGO Radio Station Program Guide Cover Design Competition (Senior high school level)
11. ASPIRA - NEWARK Art Exhibition - work submitted for display at the Newark Museum, July 12 - August 31 (All levels)

F. RELATED ACTIVITIES

1. Review of art supplies for recommendation on list
2. Furniture and equipment recommendations for new art rooms:

Malcolm X Shabazz High School Annex - 2 Art rooms
1 Photography laboratory

Third Street School - 2 Art rooms

IV. ACTIVITIES - ARTS WORKSHOP, BUREAU OF ART EDUCATION

A. PREPARATION OF EXHIBITIONS

1. Exhibitions, as noted separately in the report under Participation in Exhibitions and Contests: Preparation of exhibitions customarily entails screening, coding, mounting or matting, arranging, packaging for delivery to exhibition site and return to schools - functions carried out primarily by one of the two art teachers assigned to the Arts Workshop. (Checking of contents lists and specimens, and preparation of exhibition lists of names of participants and prize winners are conducted by the two members of the office staff.)
2. Bureau exhibitions: Selected pieces, illustrative of the kind and quality of art work advocated in the art curriculum guides, are prepared for exhibition in the Bureau's two galleries, located on the second floor of the State Street School building. The display, renewed annually, also presents to all those who visit the Bureau a composite picture of the aesthetic and creative development of Newark public school children from prekindergarten through Grade 12, and in special education. These pieces are culled from hundreds of specimens submitted by art teachers representative of work done under their direction during the course of the school year. All that which is not retained for display must be carefully repackaged and returned to the teachers.

B. POSTERS PREPARED FOR EXHIBITIONS AND SCHOOLS

1. National Art Week Posters for distribution in schools (200)
2. United Nations Exhibition in City Hall (2)
3. Newark Junior and Senior High School Youth Week Art Exhibition (2)
4. Curriculum Night Program poster design prepared for duplication

C. LENDING SERVICES

1. Print collections - one set at a time may be borrowed for display in a school for a period of one month. Each set, contained in a sturdy carrying case, comprises five framed prints.

<u>Catherine A. Blewitt Memorial</u>	<u>Number Borrowed</u>
Set 1	7
Set 2	7
 <u>* Art of Black America</u>	
Set 3	7
Set 4	7

* This collection has proved so popular that two additional sets of reproductions of paintings by Black American Artists, acquired recently, are already fully scheduled for loan to schools in the 1975-76 school year.

2. * Sculpture Collection - arrangements for loan and accommodations for transporting are similar to that noted for print collections.

<u>Sculpture Collection</u>	<u>Number Borrowed</u>
Set 1 - African (3 pieces)	2
Set 2 - African (3 ")	2
Set 3 - African (5 ")	2
Set 4 - Pre-Columbian (4 pieces)	2

* Fully scheduled for loan to schools in the 1975-76 school year

3. Individual art prints - may be lent for three months 56
4. Art books - may be lent for three months 35
5. Slide collection - Dessimated by vandals several years ago, the slide collection is being revitalized to meet the demand for slides, particularly in the area of the ethnic arts. New slides recently acquired through purchase and contribution will be available for loan to teachers as soon as cataloging has been completed.

D. DEMONSTRATIONS

1. Silk screen techniques (2)
2. Firing of bisque and glaze ceramic ware (3)

E. CERAMICS FIRING

One thousand twenty one (1,021) ceramic pieces were bisque and, in most cases, then glaze-fired as a service of the Arts Workshop for schools having no kilns or inoperable ones. This number includes pieces executed in the inservice course, entitled Comprehensive Workshop for Teachers, conducted at the Workshop.

<u>Number of Firings:</u>	Bisque	-	73
	Glaze	-	76
			<u>149</u>

F. PREPARATION OF CAPTIONS, SIGNS, AND ART WORK FOR REPRODUCTION

1. Captions - Elementary and Secondary Schools Gallery Exhibitions, Bureau of Art Education
2. Printed signs for off-site exhibitions
3. Aerospace Education Center indoor and outdoor signs
4. Department of Personnel bulletin board headings
5. Illustrations (18 line drawings) of famous Puerto Rican historical figures for Division of Curriculum and Instruction publication
6. Audiovisual Center motion picture catalog cover design

7. Logo - Bicentennial: Newark Public Schools
 - a. One in color (2' square)
 - b. One in black and white, prepared for reproduction (1' square)
8. Rotary Club of Newark District Conference display panel citing contributions made to all participants in Newark Junior and Senior High School Youth Week Art Competition (4' x 6')
9. Fall '75 and Spring '76 Inservice Courses for Teachers Bulletin cover designs
10. Orientation Day Program for New Teachers bulletin cover design
11. 1975-76 School Calendar cover design
12. Logo: Special Education
13. Bureau of Art Education Annual Report cover design
14. Outdoor Sign: State Street School building - designating floors of Audiovisual Center and Bureau of Art Education
15. Certificates:
 - Industrial Arts Education
 - Newark Junior and Senior High School Youth Week Art Competition
 - Title I (hand lettering of names)

G. INSERVICE COURSES FOR ART AND CLASSROOM TEACHERS

1. Fall term: Orientation Program for Art Teachers New to Newark
2. Spring term: Comprehensive Workshop for Teachers

These courses, conducted by Mr. John Rzeszutek of the Arts Workshop, included a variety of media involving techniques not generally offered art teachers as part of their college preparation for teaching. Suggestions were made for their adaptation at various grade levels, followed by proof of this in a term project presentation at the last session of each course. The courses also included field trips to resources available to them through the Board of Education, the Newark Museum and the Newark Public Library.

V. CONCLUSION

One of the objectives of the Bureau of Art Education projected for the 1974-75 school year was a full and effective art staff. This was accomplished in part with the filling of one of two art supervisory vacancies. The acquiring of a second art supervisor was thwarted in the abolishment of the position in the final 1974-75 school budget. The high calibre of the one supervisor compensated somewhat for lack of adequate supervisory personnel (average number of visitations to individual art teachers: 2). Certainly, Mrs. Washington's presence in the schools effected improved instruction and a fuller art program in most schools.

Listed among other objectives to be accomplished was encouragement of student involvement in exhibitions and contests, a greater number of exhibitions and contests, accompanied by increase in community involvement. This did occur, as illustrated in the introductory section of this report.

Every effort was made to attain other than the above-mentioned objectives, since all are inextricably related to the goal of improvement and expansion of the art program in the Newark Public Schools.

Establishment of cordial relations with all departments and divisions in Central Office is important for integration of art in the total educational program. Efforts have been made in this direction through cooperation with the Division of Curriculum and Instruction, Guidance Department, Elementary, Secondary, and Special Education, and the Deputy Superintendent's Office. In addition to curriculum concerns, the Bureau of Art Education through its Arts Workshop - maintained chiefly as a service department - receives requests for art work. With the assignment of John Rzeszutek this past September, requests have been answered with professional expertise. (See Introduction and pages 9 and 10 of Annual Report.)

The objectives of the Bureau of Art Education projected for 1975-76 extend beyond those of this year. For their achievement they would have to include the services of the Supervisor of Art Education and the art teacher newly assigned to the Arts Workshop. Both were most carefully chosen for these positions. Without them, these goals and objectives can never be met.

RUTH K. ASSARSSON
Director of Art Education

RKA:jd
7/3/75

SALVATORE A. COMMISA
DIRECTOR

SUPERVISORS
PHYSICAL EDUCATION
HENRY F. DONN
EDWIN MCLUCAS
HAROLD GINSBURG

COORDINATOR OF ATHLETICS
SABBY D. ADDONIZIO

BOARD OF EDUCATION
PHYSICAL EDUCATION AND RECREATION DEPARTMENT
32 GREEN STREET
NEWARK, NEW JERSEY 07102
733-7340

STANLEY TAYLOR
SUPERINTENDENT OF SCHOOLS

RECEIVED TIME-

JUN 9 1975

Curriculum and Instruction

RECREATION
STEPHANIE P. KOPLIN
PETER C. FUJARCYK
JOHN P. CAROLAN
E. WILLIAM LAURO

MEMORANDUM TO: Dr. E. Alma Flagg, Assistant Superintendent
in Charge of Curriculum and Instruction

FROM: Mr. Salvatore A. Commisa, Director, Bureau of Physical Education, Health Education, and Recreation *SAC*

DATE: June 6, 1975

RE: Annual Report of Physical Education Program
School Year 1974-1975

The Physical Education Bureau Report for the school year beginning September 1974 and ending June 1975 is submitted herewith:

1. Wednesday morning work-shops ran concurrently for 15 weeks -- subject matter: Physical Education and Health Education. This was followed by a V.D. work-shop held on Tuesdays and Wednesdays during the reading hour. This ran for 8 weeks in March and April.
2. In-Service Courses for new teachers were conducted in the fall, commencing in October and running for 15 sessions. Various experts in their fields conducted these weekly meetings, spanning all pertinent areas of physical education, drug education, health education, and V.D. Classes were held from 3:45 P.M. to 5:15 P.M.
3. Weekly staff meetings for Physical Education staff, Director, supervisors, and coordinator, for the purpose of evaluating each week's performance and to discuss problems relevant to the successful completion of the teaching process.
4. United Hospital V.D. Conference.
5. V.D. Conference at Newark Museum.
6. Physical Education Workshop held at Barringer, May 31, 9:00 A.M.-4:00 P.M. Theme--Co-educational Physical Education and Title 9.
7. Golf was introduced in the elementary schools of Newark for the first time. Pilot schools are 15th Ave., Maple Ave., and Peshine Ave.

Memo to: Dr. E. A. Flagg 6/6/75 (cont'd)
 From: Mr. S. A. Commisa
 Re: Annual Report of Physical Education Program
 School Year 1974-1975

Page 2.

8. Corrective Physical Education workshops conducted at 13th Ave. School (12 sessions) November 18, 1974 - March 17, 1975, during reading time.
9. Annual Invitational Christmas Basketball Tournament for varsity boys and girls at Central High School
10. Fall and Spring Sports Injury Clinics:
 - a. Allied Health Building of Essex County College
 - b. United Orthopedic Hospital, Park Ave., Newark, N.J.
11. Golf Clinics were held at Weequahic Park Golf Club at the pre-season meeting and on the day of the City Golf Tournament. These clinics were in conjunction with the Essex County Park Commission and the golf pro at the course, Mr. James Holloway.
12. A Tennis Clinic was held at Weequahic Park -- participating were the 8 high schools, 5 junior high schools and many elementary school children.
13. City High School Champions in all sports:

<u>SPORT</u>	<u>SCHOOL (varsity)</u>	<u>SCHOOL (junior varsity)</u>
Football	Barringer	East Side
Soccer	East Side	
Cross Country	Central	Weequahic
Basketball	Barringer	East Side
Wrestling	East Side	
Junior High Basketball	West Kinney	
Fencing	Barringer	
Bowling	Shabazz	
Girls' Basketball	West Side	
Track	Barringer	East Side
Girls' Track	Central	
Girls' Softball	West Side	
Baseball	East Side	Vailsburg-East Side
Tennis	Shabazz	
Golf	East Side	
Swimming	East Side	
Indoor Track	Weequahic	

A total of 22 sports were conducted with the number of participants totaling more than 3,200. The projected budget cuts would eliminate two-thirds of this program, therefore, grossly diminishing the one area where the educational process has had the most satisfying results. Through our athletic programs, hundreds of boys and girls have become part of the higher education scene which heretofore was closed to them. Scholarships have been made available to hundreds who otherwise would be unable to afford the expense of college. The intangible results of competing with and against pupils of all the 8 city schools has done more for the reconstruction of the City of Newark than any other function. Playing together has developed an esprit de corps that no other situation affords, at a time when group relations are slightly strained. I reiterate, to cut any phase of the athletic program can only lead to greater problems of inactivity for our city youth.

Memo to: Dr. E. A. Flagg 6/6/75 (cont'd)
From: Mr. S. A. Commisa
Re: Annual Report of Physical Education Program
School Year 1974-1975

Page 3.

14. Dance Seminar was held at West Kinney Junior High School for all junior high school teachers. Elementary school teachers were invited to attend.
15. Co-educational Physical Education classes (experimental) were conducted at Barringer, West Kinney, Peshine, and Maple-Lyons.
16. Physical Fitness Jamboree for elementary schools was held at 13th Ave. School on Saturday, November 10, 1974. Number of participants totalled in excess of 1,000.
17. High School Physical Fitness Games were held during the month of November at West Side High School with more than 400 participants.
18. Co-sponsored the Scoliosis-Posture Symposium at United Hospital in Newark on Saturday, April 12, 1975, 9:00 A.M. to 4:00 P.M.

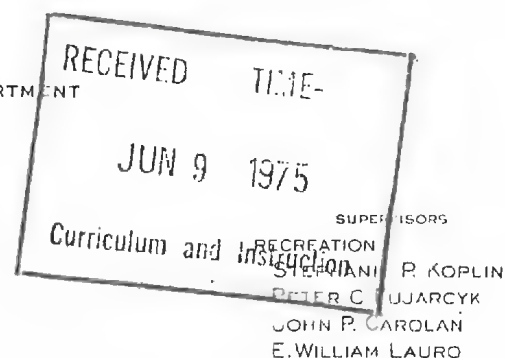
SAC:bd

BOARD OF EDUCATION
PHYSICAL EDUCATION AND RECREATION DEPARTMENT
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SALVATORE A. COMMISA
DIRECTOR

SUPERVISORS
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HENRY F. DONN
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HAROLD GINSBURG

STANLEY TAYLOR
SUPERINTENDENT OF SCHOOLS



MEMORANDUM TO: Dr. E. Alma Flagg, Assistant Superintendent
in Charge of Curriculum and Instruction

FROM: Mr. Salvatore A. Commisa, Director, Bureau of Physical Education, Health Education and Recreation *SMC*

DATE: June 9, 1975

RE: Annual Report of Corrective Physical Education
School Year 1974-1975

This was a second year experience for the decentralized program of Corrective Physical Education. There are at present fourteen (14) posture centers located strategically throughout the city, so that all children having need of the program can be serviced. At present nine (9) of these centers are referral centers and the balance service children at their own schools.

1. Centers Closed in 1974-1975 (for reasons cited)

- a. Alexander - room scheduled for another program.
- b. Cleveland - room scheduled for another program.
- c. West Kinney - room flooded in September 1974 - renovated in January 1975, but principal uninterested in re-establishing program.

2. New Centers Opened

- a. 14th Avenue - through Mr. Renard Rossi's efforts a new program was established. Mrs. McQueen re-assigned from Alexander in February 1975.
- b. Warren - December 1974 - teacher assigned - Ruth Weinberg.
- c. Central High School - December 1974 - teacher assigned - Ruth Weinberg.

Memo to: Dr. E. Alma Flagg
From: Mr. S.A. Commisa
Re: Annual Report of Corrective Physical Education

6/9/75

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* * * * *

3. New Centers Requested by Principals

- | | |
|---------------------|---------------------|
| a. Marcus Garvey | e. Roseville Avenue |
| b. Roberto Clemente | f. Peshine |
| c. Bragaw Annex | g. Oliver Street |
| d. Hudson Street | |

However, when budget problems for 1975-1976 school year arose, status of request remains in doubt.

CONTINUING EDUCATION PROGRAMS

1. In-service Workshops

Twelve (12) workshops were presented by the corrective staff for their fellow teachers. Each teacher selected a specific movement activity, such as yoga, martial arts, African jazz and presented a lesson in that area. Each teacher submitted a lesson plan, which was duplicated for the staff and all supervisors.

At the completion of the workshops a questionnaire served dually as an evaluative instrument for the program plus a recommended format for workshop presentations in 1975-1976 school year.

2. Orthopaedic Clinic

An important phase of in-service training is annual redefinition of diagnostic testing skills. This is the responsibility of Dr. Andre Birotte, Board Orthopaedic Physician. Each teacher was assigned for 3 or 4 days to the orthopaedic clinic for this very important continuing education program.

3. Scoliosis Seminar

Conducted annually by Dr. Anthony DePalma, New Jersey School of Medicine, Department Chairman of Orthopaedics. This was held on Saturday, May 12, 1975 and was attended by five corrective staff teachers and Mr. Harold Ginsburg, Corrective Physical Education Supervisor.

SCOLIOSIS SCREENING PROGRAM

During the annual posture testing program all students are screened for scoliosis. A new policy of re-examining those found having scoliosis every six months is being requested as a new in-depth preventive program.

Memo to: Dr. E. Alma Flagg
From: Mr. S.A. Commisa
Re: Annual Report of Corrective Physical Education

6/9/75

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RECOMMENDATIONS FOR NEXT YEAR

1. Orthopaedic Clinic

One (1) corrective teacher to assist in management of orthopaedic clinic and one (1) teacher to stay with orthopaedic physician for observing diagnostic techniques only once a year. If a new corrective teacher is assigned to the staff, the assignment could include a year's appointment for one (1) day a week at orthopaedic clinic.

2. Public Relations Meeting with Principals

Many principals are reluctant to accept responsibility of having children leave their buildings for program. Knowledge of value of program recommended through mass meeting presented by:

- a. Mr. Salvatore A. Commisa, Director, Bureau of Physical Education, Health Education and Recreation: Philosophy
- b. Dr. William Chase, Director of Health Services: Value of Corrective Physical Education.
- c. Eileen Wheeler: Specifics of Instruction: Quality of Teaching

3. Medical Input From New Jersey College of Medicine Staff - Physical Education Department.

- a. Neurophysiology of movement - Kinesthesia?
- b. Physiatriests input
- c. Psychiatrist - Body image? Self image?

- 4. Question and Answer - meeting with Dr. Andre Birotte, Orthopaedic Physician, arranged for early September. Questions were submitted in June.
- 5. Efforts should be made to restore operation of West Kinney posture center.
- 6. Efforts should be made to expand Mt. Vernon to service Vailsburg and Lincoln as a referral center. The principal had denied this usage due to the size of the facility. However, the facility was enlarged in January and now its' use could be expanded to service these schools.
- 7. Should new programs be denied establishment at schools mentioned above (see 3) due to budget cuts and no allocation for new teachers, those operating referral programs with low attendance rate should be re-assigned to these centers one-half day, 1 day, or 2 days a week, at the discretion of Director.

Memo to: Dr. E. Alma Flagg
From: Mr. S.A. Commisa
Re: Annual Report of Corrective Physical Education

6/9/75

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* * * * *

8. Central office assigned teacher should be responsible for six (6) month re-evaluation of all identified scoliosis cases in September.
9. Pilot Project in Adapted Physical Education should be started at Weequahic High School.
10. Personnel Qualifications - Applicant (male or female) should have extensive background in dance to keep program exciting and dynamic.
11. Nurse Questionnaire - Design questionnaire for nurses requesting their input into the following:
 - a. How one can better serve their children?
 - b. Would another referral center prove more convenient?
 - c. Suggestions for improving physician screening program.

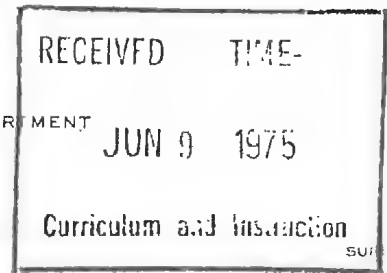
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SALVATORE A. COMMISA
DIRECTOR

SUPERVISORS
PHYSICAL EDUCATION
HENRY F. DONN
EDWIN MCLUCAS
HAROLD GINSBURG
COORDINATOR OF ATHLETICS
SABBY D. ADDONIZIO

BOARD OF EDUCATION
PHYSICAL EDUCATION AND RECREATION DEPARTMENT
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NEWARK, NEW JERSEY 07102
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STANLEY TAYLOR
SUPERINTENDENT OF SCHOOLS



SUPERVISORS
RECREATION
STEPHANIE P. KOPLIN
PETER C. FUJARCYK
JOHN P. CAROLAN
E. WILLIAM LAURO

MEMORANDUM TO: Dr. E. Alma Flagg, Assistant Superintendent
in Charge of Curriculum and Instruction

FROM: Mr. Salvatore A. Commisa, Director, Bureau of
Physical Education, Health Education, and Recreation *MC*

DATE: June 5, 1975

RE: Annual Report on Recreation Program - 1974-1975 School Year

The Recreation Bureau Report for the school year beginning September 1974 and ending June 1975 is submitted herewith:

On August 28, 1973, the Bureau was reorganized because of austerity measures. In the school year 1974-1975, after functioning for a short time under this reorganization, another serious curtailment of the budget was announced which created an electrified atmospheric environment. Regular Recreation teachers were arbitrarily terminated as of June 26, 1975. This, in turn, affected the majority of Recreation teachers from the standpoint of morale. Not knowing whether they were employed or unemployed had a disturbing influence on the staff.

At present, the Bureau of Recreation is comprised of twenty-one community centers serving all age groups; twenty-seven modified community centers serving schoolagers and older teenagers; and, sixteen secondary playgrounds serving youngsters and schoolagers. The staff consisted of eighty-eight Regular Recreation teachers, eight full time substitutes, and approximately two hundred, thirty-three part-time substitute teachers. Thirty-nine playgrounds were open on Saturdays, school holidays, and Christmas and Easter weeks. Twenty-four additional playgrounds were open on school holidays and Christmas and Easter weeks.

Program-wise, there were 172,399 groups planned and organized with approximately 2,746,757 participants.

Recreation programs have concomitantly changed with the changing times. The emphasis on the bat and ball era was supplemented by family recreation, cultural arts, culinary arts and life-time sports, as evidenced by the types of

Memo to: Dr. E. A. Flagg 6/5/75 (cont'd)

Page 2.

From: Mr. S. A. Commisa

Re: Annual Report on Recreation Program - 1974-1975 School Year

educational-recreational programs in existence at present. It is apparent that, in the light of the present recession, with unemployment increasing, and with the sparseness of available money for commercial recreation, there was a marked increase in participation at the playgrounds and community centers in sewing, tailoring, fix-it classes, and other recession-related activities.

Among other activities, indoor roller skating has flourished. Over the past thirty years, there have been approximately thirty-five gymnasiums where roller skating was conducted as a co-educational family activity. Dramatics has afforded many potential community actors the opportunity for self-expression and the enjoyment of creative theatrical expression. This year three Broadway productions were held. They included, "Damn Yankees", "Anything Goes", and "Annie Get Your Gun". These productions served as the vehicles for additional experiences and activities, such as scenery building, costuming, choral singing, dancing, etc., for playground participants and the community at large.

The First Annual Vailsburg Youth Games was a huge success. The playgrounds in this community worked closely with the Vailsburg Community Council in the planning, organization and conduct of this community affair.

Travel clubs under the guidance and leadership of Recreation directors have experienced considerable enjoyment from planned trips to the Pennsylvania Dutch Farms, Broadway shows, Las Vegas, the opera, New York theatre and dinner parties, etc. These trips fulfilled the desire and love of travel.

Gymnastic teams, ballet groups, organized and trained by Recreation teachers, have performed admirably at special functions throughout the city.

Other activities which have stimulated much interest and participation for all age groups are ceramics, dances, photography, canteens, special holiday celebrations, sports, leagues, intramurals, marching drill teams, knitting, crocheting, menu-planning, cheerleading, wrestling, weight-lifting, etc.

The Bureau is ever sensitive to, and aware of, being ready to constantly include innovative and meaningful activities in the total program to meet the changing needs of community groups and agencies.

With qualified, trained leadership, careful and meticulous planning and organization, judicious scheduling and involved community participation, the Bureau of Recreation of the Board of Education, in fact, plays a strategic role in the health and welfare of Newark's citizens. To curtail recreation services at this point in time, only portends omenous forebodings for the future.

To quote from the New Jersey School Boards Association resolution No. 23 of December, 1974:

"Resolved: That the New Jersey School Boards Association support legislation promoting and encouraging school districts to provide daytime and evening programs for all individuals leading to the extended use of school facilities, to the extension of skill learnings, to physical and mental fitness and leisure time activities and to providing sufficient funds to initiate such programs as would make fuller and greater use of school facilities for community services."

Memo to: Dr. E. A. Flagg 6/5/75 (cont'd) Page 3.
From: Mr. S. A. Commisa
Re: Annual Report on Recreation Program - 1974-1975 School Year

Herewith, is a summary of athletic events, leagues and tournaments conducted during the school year (1974-1975), which were initiated within neighborhood school districts and expanded on a city-wide basis:

FALL - Touch Football Leagues

1. Inter-playground competition for boys 12-13 and 14-15 years of age.
2. Football Skills Festival
 - a. Elementary schools, grades 5-6
 - b. Junior High School, grades 7-8-9
 - c. Senior High School, grades 10-11-12

WINTER - The following indoor programs were sponsored:

1. Local little league (10-12 years) and big league (13-15 years) and city-wide inter-playground basketball competition.
2. Volleyball Meets
3. Table Tennis Tourneys
4. Wrestling Meets
5. Classroom intramural leagues; grades 5-6 and 7-8 within school districts.
6. Foul Shooting contests, local and city-wide.

SPRING - During May and June the following outdoor programs are organized and conducted:

1. Intramural softball leagues
2. Inter-playground softball city-wide championship series (5 wards).
3. Tennis instruction at facilities of various parks, West Side, Riverbank, Branch Brook and Weequahic. Singles and doubles competition provided for all age groups.

SUMMER - During the Summer 1974, the following programs were sponsored and supervised:

1. Baseball - little league (10-12), junior league (13-14), and intermediate leagues (15-16) championship play-offs conducted in each division during latter part of August.
2. Tennis instruction continues, including adults.

Memo to: Dr. E. A. Flagg 6/5/75 (cont'd)
From: Mr. S. A. Commisa
Re: Annual Report on Recreation Program - 1974-1975 School Year

Page 4.

3. 25th Annual Tournament of Champions, as follows:

<u>BOYS</u>	<u>GIRLS</u>
(Ages 10-15 included)	(Ages 10-15 included)
Foul Shooting	Roly Poly
Checkers	O'Leary
Running Bases	Checkers
Softball Throw	Jacks
40 Yard Dash	Foul Shooting

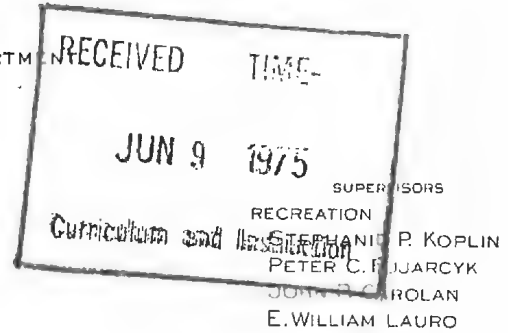
TRACK MEET - "Operation Fitness U.S.A."

An event planned annually as part of national observance. All playgrounds hold local try-outs which culminate in a City Championship featuring 10 events: dashes, jumps, and relay competitions for grades 5-6, and 7-8-9.

Special liaison and professional service provided to community agencies with respect to planning and organization of their programs as follows:

1. St. Francis Church - Baseball leagues -- School Stadium
2. Scudder Homes Housing Project - Baseball leagues -- Hank Aaron Field
3. South Ward Boys Club - Baseball leagues -- Maple-Lyons Field
4. Continental Club league - baseball

BOARD OF EDUCATION
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SUPERINTENDENT OF SCHOOLS

MEMORANDUM TO: Dr. E. Alma Flagg, Assistant Superintendent
in Charge of Curriculum and Instruction

FROM: Mr. Salvatore A. Commisa, Director, Bureau of *SAC*
Physical Education, Health Education, and Recreation *En*

DATE: June 9, 1975

RE: Annual Report - Drug Education - 1974-1975 School Year

June 1974 Received a \$10,000. grant award from the Department of
Health, Education, and Welfare.

- July 1974
1. Assisted in the oral interviews for drug educator candidates.
 2. Conducted a workshop for parents.
 3. Met with Dr. Fred Streit and Mrs. Elizabeth Johnson, members of the grant review committee for H.E.W., to offer suggestions and additions for the proposal being prepared for funding for N.I.M.H.
 4. Met with Mrs. Dorothy Walton and Mr. Barry Rockoff, trainers, New Jersey State Department of Health and Education, to discuss the training offered by their department.

- Sept. 1974
1. Participated in orientation program for new teachers at Barringer High School.
 2. Attended Second Federal Design Assembly in Washington, D.C.
 3. Team of four drug educators and the coordinator participated in a two-week training program (Sept. 15-27) at the Adelphi University National Training Institute, Sayville, Long Island, N.Y.

Team Members:

Mrs. Ruth Hazelwood Mr. Martin Massler
Mrs. Lorraine White Mr. Leslie Smyth
Mrs. Patricia Joyner, Coordinator

- Oct. 1974
1. Nine drug educators were assigned to the secondary schools.
 2. Coordinator conducted an in-service class at Barringer High School for physical education teachers.

Memo to: Dr. E. Alma Flagg, 6/9/75 (cont'd)
From: Mr. S. A. Commisa
Re: Annual Report - Drug Education - 1974-1975 School Year

Page 2.

3. Workshops were conducted at the following:
Marcus Garvey (2) Abington
So. 7th St. School Adult Learning Center,
Broad St., Newark, N.J.
Workshop for drug educators (1)
Workshop for N.Y.A.D. (3)
Workshop for parents (1)

- Nov. 1974
1. Plans were made for a city-wide comprehensive Drug Education Program.
 2. A Community Team, consisting of community leaders and policy makers, was organized.
 3. A display of our materials appeared at the P.T.A. Convention in Atlantic City, N.J. Mr. Emil Giffoniello, Drug Educator at Broadway Junior High School, represented our program.
 4. The coordinator attended the Comprehensive Health Planning Conference held at the Robert Treat Hotel, Newark, N.J.
 5. Coordinator conducted an in-service class at Barringer High School for physical education teachers.
 6. Workshops conducted:
So. 7th St. School Quitman St.
Arlington Ave. Marcus Garvey
 7. Monthly meeting and workshop for drug educators was held at East Side High School -- 3:00-5:00 p.m.
 8. Parents' Training Workshop was conducted at Camden Middle School 9:00 a.m. - 2:00 p.m.
 9. N.Y.A.D. Workshop was conducted at the House of Insight 10:00 a.m. - 2:00 p.m.
- Dec. 1974
1. A meeting for physical education department chairmen was held at Barringer High School with the coordinator and the drug educators to discuss the use of the Drug Curriculum Guide.
 2. Monthly meeting for this program was held at The Thompson Dance Studio - 7:30-9:30 p.m.
 3. A Community Team meeting was held at the Robert Treat Hotel, Newark, N.J. 4:00-6:00 p.m.
 4. The Community Team met with Superintendent Taylor, Dr. Edward I. Pfeffer, and Dr. E. Alma Flagg to discuss a comprehensive drug education program.

Memo to: Dr. E. Alma Flagg 6/9/75 (cont'd)
From: Mr. S. A. Commisa
Re: Annual Report - Drug Education - 1974-1975 School Year

Page 3.

5. Workshops conducted:

Wilson Ave.	Charlton St. (3)
Thirteenth Ave.	Ann St.
Malcolm X. Shabazz	
Bragaw Ave.	

Jan. 1975

1. The Drug Education Program sponsored the showing of an anti-drug film, "Hangup" to students in the secondary schools. The star of the film, Mr. William Elliott, toured the schools speaking to youngsters about the dangers of drug involvement and the importance of education (790 students).
2. The coordinator participated in a WBGO radio broadcast with Superintendent Stanley Taylor and students of Hawthorne Avenue Elementary School.
3. The coordinator conducted a modern dance workshop for physical education teachers at Chancellor Ave. School.
4. Workshops conducted:

Quitman St. Annex	McKinley
West Kinney	Quitman St.
Morton St. (3)	Camden Elementary
5. The coordinator conducted a Drug Education Workshop for physical education teachers at Chancellor Avenue School.
6. A Parents' Advisory Council on Drug Abuse Workshop was held at Camden Middle School - 10:00 a.m. - 2:00 p.m.
7. The coordinator was invited to speak at the monthly meeting for principals held at Barringer High School to describe the Drug Education Program, to seek assistance and cooperation from the principals and to clarify existing problems.

Feb. 1975

1. Assisted in oral interviews conducted for a Community Liaison.
2. The monthly meeting for this program was held at West Side High School.
3. The coordinator and Mr. Leslie Smyth, drug educator at Malcolm X Shabazz High School, attended the New Jersey Coordinators' meeting sponsored by the New Jersey State Department of Health and Education, to discuss the program existing under the guidelines stipulated by the grant award.
4. Workshops conducted:

Speedway	West Side (3)
So. 17th St.	Quitman St. (15)
Dayton St.	Morton (3)
5. Youth Leadership Workshop was held at the House of Insight, 9:00 a.m. - 1:00 p.m.

Memo to: Dr. E. Alma Flagg 6/9/76 (cont'd)
From: Mr. S. A. Commisa
Re: Annual Report - Drug Education - 1974-1975 School Year

Page 4.

- March 1975
1. A Parents' Advisory Council on Drug Abuse Workshop was held at Montgomery St. School 10:00 a.m. - 2:00 p.m.
 2. Fifty-six (56) workshops were conducted in the elementary schools to discuss the proper utilization of the Drug Curriculum Guide.
 3. The drug educators' monthly meeting was held at Dons' "21", (luncheon meeting).
- April 1975
1. The coordinator attended the National Drug Abuse Conference held in New Orleans, La.
 2. The monthly meeting for this program was held at the Board of Education.
 3. Workshops conducted:

Fifteenth Ave.	Franklin St.
Morton St.	Lincoln
Quitman St.	So. 17th St. Annex
Abington	Rosa L. Parks
Hawkins St.	Oliver St.
Roseville Ave.	
 4. A Parents' Advisory Council on Drug Abuse Workshop was held at West Kinney Junior High School 10:00 a.m. - 2:00 p.m.
 5. The coordinator completed a course in Advanced Study in Rational Psychotherapy.
 6. Three officers of the Parents' Advisory Council on Drug Abuse and the coordinator were guests on radio station WNJR.
 7. A slogan contest, open to all students, was sponsored by this program.
- May 1975
1. The coordinator conducted a six-week modern dance course for physical education teachers. The course was held at the Thompson Dance Studio/Newark Dance Theater, Newark, N.J.
 2. The coordinator served as consultant to the Quinne Program, a drug prevention and rehabilitation agency.
 3. The coordinator was installed as a member of the Board of Directors for the CHR-ILL Service, Inc.
 4. The coordinator served as consultant to the Newark-Essex Committee of Black Churchmen, Inc., to assist and plan activities for youngsters
 5. A Parents' Advisory Council on Drug Abuse Workshop was held at Burnet St. School 10:00 a.m. to 2:00 p.m.

Memo to: Dr. E. Alma Flagg 6/9/75 (cont'd)
From: Mr. S. A. Commisa
Re: Annual Report - Drug Education - 1974-1975 School Year

Page 5.

6. The coordinator attended the Health Education Conference on Hypertension, held at the Howard Johnson Motor Lodge, Newark, N.J.
7. The coordinator and Mrs. Ruth Hazelwood, drug educator, attended the seminar/workshop sponsored by the Human Rights Commission, held at the Military Park Hotel, Newark, N.J.
8. Workshops conducted:
Malcolm X Shabazz Clincon Ave.
Burnet St. (3) Hawkins St.
9. Participated in Curriculum Night Program held at the Newark Museum. Mrs. Ruth Hazelwood, Drug Education, set up a display and distributed materials.

- June-1975
1. The drug educators' monthly meeting was held at the Board 3:15-5:50 p.m.
 2. A Drug Education display will be included in the Health Fair to be held at the YM-YWCA, Board St., Newark, N.J.
 3. Faculty workshops will be held at Camden Elementary School, June 12 and 13, 1975.
 4. Student workshops will be held at Dayton St. School June 9-13, 9:00 a.m.- 12:00 p.m.

Additional Activities:

1. An in-service class, The Drug Scene, was conducted September 1974- May, 1975 by Mr. Jack Soroka, Curriculum and Instruction.
2. Monthly reports regarding the "Hot Line" are submitted to Dr. Pfeffer.
3. Progress reports are kept on each school. Many schools are delinquent in submitting their monthly reports.
4. There were 164 students counseled for drug-related incidents:
 16 elementary
 24 junior high
 124 high
5. A proposal for funding was written by the coordinator and submitted to N.I.M.H. in the amount of \$133,510.
6. A proposal is being prepared for H.E.W. for additional funding for 1975-1976. We were the recipients of this grant award for the 1974-1975 school year, and recently received an application for a renewed grant.

100.007

PRACTICAL ARTS BUREAU
BOARD OF EDUCATION
NEWARK, NEW JERSEY

INDUSTRIAL ARTS ANNUAL NARRATIVE REPORT 1974-75

The Practical Arts Bureau has experienced another extremely busy and challenging school year. Increases in industrial arts classes, enlargement of the industrial arts staff, the addition of new shops, the renovation and improvement of existing shops, the expansion of the industrial arts program, the extension of more meaningful instruction, the wider diversification of industrial arts activities, the development of improved public relations, the higher quality of the work produced, and the recognition of excellence through awards; all indicate and make evident the progress and advancement that is taking place.

For the school year 1974-75, Newark has had 146 industrial arts teachers in eight senior high schools, five junior high schools, forty-three elementary schools, nine special schools, and one middle school. All K-8 elementary schools offer industrial arts in grades four, five, six, seven, and eight as a part of the regular school program. Many of the elementary schools do offer industrial arts at the first grade level. These students are given basic general shop experiences and training in the usage of tools and materials, work planning, industrial processes, and safety procedures and precautions. Junior high school students pursue exploratory programs to help them in the selection of industrial arts experience in order to graduate.

Comprehensive general shops are provided in the elementary schools where a variety of activities are offered. Such activities in the elementary schools include woodworking, metal working, mechanical drawing, graphic arts, ceramics, leather-craft, plastics, electricity, textiles, lapidary, art metals, and other crafts activities. The extent and depth of work in each of these activities is determined by the interest and ability of the students and the teacher.

Limited general shops are provided in the junior high school where the program is basically exploratory. In mechanical drawing, for example, students are given a general course in drawing which is an overview of the different kinds of drawing in common use. In addition, they explore such fields as simple electronic diagrams, graph and chart making, home design, map drawing, and the making and reading of blue prints. The emphasis is on reading and understanding drawings, rather than the development of great skill in the making of drawings.

At the senior high school level, limited general shops are provided where a wide variety of shop experiences in a number of diversified areas are available. Three of the eight senior high schools offer industrial and technical courses, unit shops provide experiences in a large variety of industrial activities.

In the special education schools where industrial arts is offered to mentally and physically handicapped children, comprehensive general shops are provided, except at Montgomery Street School where basic occupational programs are operating in some twenty areas for preparation for employment in industry at entry level jobs. Special classes have been established at Montgomery Street School in areas such as, auto body repair, auto mechanics, bakery, cabinet making, carpentry, food services, furniture finishing and re-finishing, laundry and dry cleaning, metal working, plastics, power sewing, tailoring, upholstery, and chemical and cosmetic blending, manufacturing, and animal care.

Plans are presently being prepared for new or renewed shops and shop areas in many of the elementary and secondary schools of Newark. All shops will feature a program of expanded industrial arts activity. Additional shops are

being planned at Eighteenth Avenue School, Mount Pleasant Avenue, Morton Street, Arts High School, East Side High School, and Malcolm X Shabazz High School. Plans have been developed for another middle school, West Side Park Middle School. The addition to Weequahic High School includes four newly renovated shops with modern equipment ready for use this coming school year, 1975-76.

The Governor's Career Development Project, Technology for Children component, has been expanded from eleven sites in 1974 to fourteen sites in 1975. Two junior high schools have been added to accommodate expansion of the Introduction to Vocations component in addition to the Job Placement at Central and Weequahic High Schools.

Another component of the Career Development Project, not funded by the state, is the Community Service Program. This program authorized by the Newark Board of Education and approved by the New Jersey Department of Education, resulted in a senior level elective program for students interested in career exploration in the public community service agencies. Participating students do not receive a salary but obtain credit toward graduation.

Many career opportunities are exposed to these students through the mutual cooperation of the Greater Newark Chamber of Commerce, local non-profit public agencies, the Newark Board of Education, and the Newark Career Education Advisory Committee.

The Industrial Arts Curriculum Program is conducted in all Newark junior high schools. This program is in its 6th full year and is operating in a successful manner. Girls as well as boys are participating in both the "World of Construction" and "World of Manufacturing" segments.

The Practical Arts Bureau's new and exciting program at Central High School for the repair and reconditioning of shop machinery has functioned extremely

well this school year. The Machine and Millwright Program as it was proposed and approved, was set up with a twofold purpose in mind.

The first and most important purpose was to amend the Employment Orientation Program at Central High School to provide a facility for the instruction of students in the practices, methods, and basic skills needed for the repair of hand tools, small machines, and mechanical equipment. The program provides the students with the type of entry level skills needed for employment by tool, machine, and appliance dealers in the area.

The secondary purpose, which made the program even more practical and successful, was that it provided a method whereby inoperative machines and equipment could be drawn from all Industrial Arts shops and repaired. These pieces of expensive and unusable equipment, difficult or impossible to repair or replace, could furnish the necessary practice for the students to learn entry level skills needed for employment. In turn, the repaired equipment would find its way back to the schools where it could again be used by the students and not just stand about inoperative.

In making these repairs, machines were stripped and rebuilt from the ground up, and students had to frequently make parts not otherwise obtainable.

We are speaking not only of the excellent training the young people in the program are receiving, but in what has been accomplished numerically and monetarily. At last count, fifty major pieces of equipment (scroll saws, band saws, circular saws, drill presses, etc.) have been brought to Central High School, been repaired and returned to various schools. A conservative estimate of the cost of repair or replacement value of these machines would be about \$20,000.

Not only have our own students at Central High School benefited from this program, but also teachers and students in Industrial Arts classes throughout the city.

Many of our school shops were established over forty years ago, and little has been done to renovate or modernize these facilities until the last few years. The plans outlined above show that we are once again on the path to making industrial arts facilities and programs an important and integral part of the total educational program in Newark.

Efforts to improve the instructional programs are continually in operation and teachers are urged, through supervision and meetings to develop, strengthen, and enrich their teaching. The continual supervision and evaluation of their work serves to help verify and improve the effectiveness of their instruction.

A great need continues to be for funds for the modernization and re-equipping of the older shops and laboratories. Hope is held that new State and Federal funds may become available for much of Newark's modernization in industrial arts and vocational education. We intend to continue to take advantage of all opportunities in this area. It would seem that now is the time to stabilize, coordinate, consolidate, and improve the activities of the bureau so that we may continue to be a progressively active and effective force in the educational picture for the future of Newark.

Respectfully submitted,

Gerard J. Morano, Supervisor
Industrial Arts Education

Wesley Danilow, Supervisor
Industrial Arts Education

Bureau of Practical Arts
Home Economics Education
Board of Education, Newark, New Jersey
Home Economics Annual Narrative Report 1974 - 1975

The school year 1974 - 1975 began on Tuesday, September 3, 1974 with orientation day for new teachers in the city schools at Barringer High School. A general program for all teachers was followed by specific subject area workshops.

The fall meeting of the Newark Home Economics teachers was planned to survey Home Economics related career opportunities available within the community. As a result the group met after school at the Downtowner Motor Inn where the general manager spoke to the teachers concerning the range of opportunities in the hotel-motel industry and suggested that teachers encourage students to seriously consider a future in this area. He then conducted a tour of the entire facility.

Knit-Away International sponsored a clothing-clinic conducted by two of their Home Economists for the Newark Home Economics teachers. A wealth of current, innovative and practical techniques were demonstrated. This professional improvement after school program was diversified, informative and stimulating.

The final meeting of the Home Economics teachers for 1974 - 1975 was a dinner meeting with an international flavor, an Italian buffet at the Villa Diablo which was exceptionally well attended.

The annual fall workshop and conference of the New Jersey State Department of Education, Home Economics and Consumer Education, Vocational Division was held at the Holiday Inn in Trenton on September 20, 1974.

Members of the Home Economics teaching staff and Home Economics supervisors participated. The commissioner of Education Dr. Fred Burke addressed the dinner meeting.

The Home Economics supervisors assisted Mrs. Elaine Davis of the New Jersey State Department of Education, Home Economics and Consumer Education, Vocational Division in the visitation and evaluation of the funded Cooperative Home Economics programs.

The Home Economics Supervisors participated in the three session Consumer Education Regional Workshop held at Montclair State College in October 1974.

The Home Economics Department participated in the Curriculum night program held at the Newark Museum on May 21, 1975. The clothing classes at Barringer High School and their teachers presented an all inclusive fashion show of garments designed and constructed in their classes.

Current textbooks and periodicals were evaluated by the Home Economics textbook committee. Recommendations were made to the textbook council for items to be included in the Newark Board of Education approved listing. Current films and filmstrips were evaluated at the State Street Media Center.

Project "Teens to Tots" a program concerned with the teaching of reading through a Child Development unit in the Home Economics discipline, received national recognition in the publication School Library Journal, March 1975. The article was entitled "Improving Teens' Self-Image Through Reading".

Worthwhile field trips arranged for Home Economics classes in various schools included the following:

J. C. Penney & Company

Better Business Bureau

Fashion Institute of Technology

Hoffman Koos & Company

Public Service Electric & Gas

Nabisco

Ebony Fashion Show

Pennsylvania Dutch Country

Co-ed

Atlantic & Pacific Tea Company

Mayer School of Fashion Design

Dress Factory

Home Economics students participated in the Craftsman's Fair, Paramus, New Jersey. First and second place awards went to students at East Side High School for their entries in pattern construction. Students from Branch Brook School for the physically handicapped won awards for their entries. One severely handicapped student received a first place award.

Two East Side High School teachers were recipients of a mini-grant for the proposal "Passing Civil Service Exams Through an Individualized Program of Upgrading Skills".

Many Home Economics teachers recognizing the current interest and value of handcrafts incorporated units in their programs this year. Included were: macramé, crocheting, knitting, needlepoint, embroidery and latch hookery. The colonial art of quilting was taught in one school to a class of students and parents with much success.

One elementary school Home Economics teacher reported the following: "The old art of Swedish weaving or Swedish embroidery was revived and modified to yield a project which enabled many children to surprise themselves with their design ability.

We used many pieces of huck toweling and had many original colorful designs. They ranged from American Indian motifs to simple finger shaped borders".

Successful programs reported by teachers included "Ten Minute Breakfast" for fourth grade students, and "Early Bird" program for individualized instruction. A successful motivational and evaluative technique consisted of a group picture of the class wearing completed projects for a Home Economics scrap book.

In the school for trainable mentally retarded children several unrehearsed class periods were video taped and presented, along with a narrative, to the New Jersey Association for Retarded Children, Essex County unit. The presentation had as its theme the goals of the home living program and vividly demonstrated the children's skills in carrying out a breakfast and luncheon unit.

During the past school year several elementary schools incorporated students from special classes into the regular Home Economics classes rather than scheduling them separately as a group.

Newark has in the past presented many opportunities for boys to enroll in Home Economics classes. In 1974 - 1975 school year there has been a greater interest as evidenced by the increased number of classes scheduled for boys as well as an increase in those opting to take it, particularly at the elementary school level.

The Home Economics supervisors along with other central office personnel served as members of the team conducting educational audits of schools under the direction of an assistant superintendent of schools.

The Home Economics Supervisors participated in the three day regional workshop sponsored jointly by New Jersey State Department of Education, Vocational Division and the United States Office of Health, Education and Welfare.

Department of Practical Arts

RECEIVED

FEB 25 1975

Improving Teens' Self-Image Through Reading

A reintroduction to the joys of recreational reading is often required for those students who find reading painful (inadequate decoding skills and lack of practice), boring (books too long), and irrelevant to their lives.

At Seventh Avenue Junior High School in Newark, New Jersey, the home economics teacher, Daisy Rice, and the media specialist, Elizabeth Jefferson, combine forces during the course of teaching a child development unit, to reintroduce the joy of reading to students. Since some students have difficulty reading and are two to four years behind their grade level, a "Teens to Tots" program was created.

Basically, the program is designed to provide students with an opportunity to develop an adult self-image and at the same time introduce them to material they can read successfully and therefore enjoy. Because many students have younger brothers and sisters, cousins, baby-sitting responsibilities, and are potential parents, we focus on the types of materials they can read to preschoolers and children in the primary grades. Short realistic stories about everyday events can be shared by family members, and serve as a valuable experience for readers as well. Children enjoy stories about everyday happenings because they are familiar. Some of the material used is the "I Can Read" series, which some of our less skilled readers choose; other material is designed for parents to read to children. Our more skilled readers choose books with good pictures and a more difficult vocabulary.

The project was first funded in 1970-71 by a \$250 mini-curriculum grant donated by the Newark Board of Education. We bought a cassette recorder with a microphone, a roll of 35mm film (including development costs), picture books (including all the Caldecott Award books) and simple primary-level books. The Newark Public Library supplemented our collection with a number of books on permanent loan to the Seventh Avenue School library.

When the unit on child development begins, Mrs. Rice spends several days discussing the emotional, physical, and

mental development of children. The media specialist is invited to the classroom to introduce the class to the reading unit and presents a timeline which outlines what will be accomplished each day. This provides a complete picture of the unit for the students so that they can see both the goals to reach as well as the individual steps to accomplish them—reading with enjoyment to a second grader at a nearby elementary school.

In conducting the program we accomplish seven steps in five days:

- A demonstration of reading out loud. During this orientation period we use slides taken the previous semester to show what the students will be doing. The librarian talks about some of the books and the students learn about the Caldecott Award winners. Variety and quality are stressed here and students learn to compare books in this first session.

- Students read and annotate ten children's books. The annotation cards are used to remind students what books they enjoyed, how long the book took to read out loud, and the age level they think would enjoy the book. (In our evaluation period annotation is noted as the one item most of them could use "less of").

- Partner practice. This can be combined with step two. The students read to each other, listen to each other, and make suggestions on how to improve their presentations.

- Students read into the tape recorder. This comes after the students have had enough practice with the books and can handle them confidently. They read and then listen to themselves. The student who is reading too rapidly, or in a monotone, or too slowly, can hear herself. Many of the students hear their own voices for the first time and it is always an enjoyable session.

- Students read to a group of classmates. Again, everything is based on sharing—sharing a story with others, sharing a book to gain confidence in one's own reading skills.

- Reading to children—the highlight of the unit for the students. The second graders of McKinley Elementary School await them eagerly, and in the ensuing twenty minutes, clusters of two and three

second graders are listening to a series of well-practiced story readers. After second graders evaluate our students' reading (so far, always positively) we return to Seventh Avenue Junior High School.

- Evaluation. Students share their experience, what they chose to read, whom they read to, and their impressions of the elementary children and the school. They are amazingly perceptive.

The unit, presented twice a year for the home economics students, is a joyful time. Much more than just reading is happening. A new self-image by many of our students as far as reading is concerned seems to have emerged. Most important is the opportunity to assume an adult role and be responsible for that limited time shared with younger children. Students who have been apathetic become alive.

An additional strength has been the co-planning and teamwork of the home economics department and the media specialist. We are able to meld our disciplines into an enriched experience for our students. Also, we work together so that students benefit from several professionals during the unit.

"Teens to Tots" is a short-term project with long-term implications. Students discover that good out-loud reading takes preparation. They have to make judgments about material before they can use it with the children. They know that their preparation period is for a realistic life-situation and that a child will benefit as a result. Enjoyment of work, a feeling of achievement, courage, fair play, self-confidence, concentration, facing life realistically—all these are among the values stressed in creating a better family environment.

Because of special reading programs implemented by the Newark Board of Education, the reading level of pupils of Seventh Avenue Junior High School has steadily improved over the past two years. We like to think that we contributed to this improvement by creating a special interest in reading with our "Teens to Tots" project.—Submitted by Elizabeth Jefferson, media specialist, and Daisy Rice, home economics teacher, Seventh Avenue Junior High School, Newark, New Jersey

AREA ACTION

Published by
American Home Economics Association
June 1975

New Jersey

This year the Fourteenth Avenue School of Newark, N.J., enrolled pre-kindergarten through fourth-grade children in home economics for the first time. Reba F. Hicks, home economics teacher, and Frank Tansey, industrial arts teacher, cooperated in orienting both girls and boys to these areas of study.

Such a new experience required the teachers to build curriculum and create a greater variety of teaching methods and techniques to effectively communicate with the children. The children's high peak of interest challenged the teachers; yet they had to remember that younger students have a shorter attention span.

The students were brought together for periodic class meetings and shown audiovisuals that were applicable to both sexes.

They also met together for Halloween, Thanksgiving, and Christmas refreshments served buffet style. This particular learning experience taught the children how to: (a) set a table for a buffet; (b) select appropriate centerpieces for holiday occasions; and (c) act the part of hosts, hostesses, and guests at certain affairs.

The teachers noticed that the students responded to these learning experiences, and believe that this young age is the time home economics and industrial arts should be introduced to children.

—Reba Hicks

Governor's Career Development Project

The Career Development Project was successfully continued through a grant award from the State from September 1974 and will end on August 31, 1975. Career Education is a Kindergarten through twelve continuum that requires school-aged students to be involved in educational programs of occupational awareness, exposure, and preparation.

Early grades (K-6) Technology for Children (T4C)

T4C was implemented in three additional elementary schools. We now have T4C in fourteen elementary schools with fifty teachers performing in an excellent manner and enjoying the responses they are receiving from their students, parents and other teachers who would like to become involved in the program. Workshops and meetings allowed teachers to exchange interesting ideas about successful projects.

Middle grades (7-9) Introduction to Vocations (IV)

IV was continued at Clinton Place and West Kinney Junior High Schools. Many hands-on activities, field trips and speakers were used to provide the students with career information and exposure.

Senior grades (10-12) Job Placement

Central and Weequahic High School's placement coordinators are developing career resource centers. Career days were held at both career site high schools. Career placement, counseling, and follow-up activities were successfully performed at the high schools. Also, the Community Service Program was outstanding. Students received experience and school credits rather than a salary to work in non-profit agencies coordinated by the placement coordinators. On June 20, 1975, at an awards ceremony, forty-four (44) students received certificates at City Hall and congratulations were given by Stanley Taylor, Superintendent, Deputy Mayor Biase and many other agencies and educators. A slide/tape show was developed and shown at the awards ceremony.

The Coupled Summer Work Study Program (CSWS)

This program provided valuable information and work experience for fifty-four (54) students last summer. A CSWS program is being conducted for forty (40) students this summer with the cooperation and part of the students' wages being provided by the Newark Board of Education.

A self-evaluation was conducted and a full report is available.

Many teachers are taking graduate courses in Career Education through Jersey City State College conducted at Project COED.

The Newark Career Education Advisory Committee and the Greater Newark Chamber of Commerce have cooperated and continued to give this project

valuable assistance. A career resource guide has been completed and will be available to all teachers in the fall of '75.

In conclusion, Career Education is slated to continue for the 1975-76 school year. Newark's proposal for federal funds was accepted in Washington. A grant award for our continuation is expected this summer.

Geraldine T. Uzzell, Program Administrator
Governor's Career Development Project

BILINGUAL/BICULTURAL EDUCATION PROGRAM

BOARD OF EDUCATION
NEWARK, NEW JERSEY 07102

STANLEY TAYLOR
SUPERINTENDENT OF SCHOOLS

Office of the
BILINGUAL/BICULTURAL
EDUCATION PROGRAM

MARIA ANTONIA IRIZARRY
Associate Assistant Superintendent
I/C of Bilingual/Bicultural Education

MEMORANDUM TO: Mr. Stanley Taylor
Superintendent of Schools

FROM: Ms. Maria Antonia Irizarry *M. Irizarry*
Associate Assistant Superintendent
I/C of Bilingual/Bicultural Education

RE: Major accomplishments of Bilingual/Bicultural
Education Program from January 1975 to June 1975

DATE: June 19, 1975

As per your request, I am hereby submitting a list of major accomplishments achieved by the Bilingual/Bicultural Education Program from January 1975 to June 1975.

1. Preparation and submission of City-Wide Bilingual/Bicultural Education Instructional Design.

2. Administration, supervision and completion of Needs Assessment for those students who are going to participate in Federally Funded Programs and City-Wide Bilingual/Bicultural Education Program.

3. Implementation of Title I Part B after School Bilingual Tutorial Program in eight (8) Centers, thus, increasing the number of participating schools in Bilingual/Bicultural Education Program from nine (9) to seventeen (17) during the regular school year.

4. Implementation of Summer Bilingual Program in 15 Centers through Title I Part A and Part B Funds. This shows an increase of five additional schools for the 1975 Summer Program.

5. Constant involvement with professional consultants, and community resources available such as: FOCUS, ASPIRA, Congress of Portuguese Speaking Peoples, League of United Latin American Citizens and others.

6. Presentation of workshops on Bilingual/Bicultural Education at the following places:

a. Clinton Ave. School

- b. Harriet Tubman School
 - c. Speedway Ave. School
 - d. Roberto Clemente School
 - e. North Jersey Branch Association for Childhood Education
 - f. Annual Title I Parents' Conference
7. Programming of E.S.L. Radio Series to be broadcasted next school year.
 8. Participation in TV Program on Bilingual/Bicultural Education.
 9. Monthly In-Service Training for bilingual coordinators.
 10. In-service workshops for bilingual teachers in the areas of E.S.L., Math, Reading and Culture.
 11. Development of tentative Curriculum Guides for ESL, Spanish Reading, Social Studies and tentative pre and post tests in Spanish and English for K-6 grades to be used in the summer.
 12. Revision of the Non-Standard English component of the Title I Application for FY 1974-1975.
 13. Writing of proposal for Bilingual/Bicultural Vocational Training.
 14. Resubmission of Title VII Language Arts and Teacher Training proposals.
 15. Implementation of Improving Bilingual Instruction Through Teacher Training Program at Kean College for bilingual teachers.
 16. Attendance at international, national, state and local conferences on Bilingual/Bicultural Education by members of the staff.

I hope this meets with your approval.

nv

*Libraries, Media
and Television
Administration
- 412, 413, 414*

ANNUAL REPORT

1974 - 1975

Bureau of Libraries and Audiovisual Education
Radio and Television

Division of Curriculum and Instruction

Board of Education

Newark

New Jersey

Bureau of Libraries and Audiovisual Education
Radio and Television

Division of Curriculum and Instruction

PROFESSIONAL STAFF

1974 - 1975

Miss Rhoda S. Appel	Director
Mr. Hubert E. Crawford	Supervisor of Audiovisual Education
Miss Marie C. Scanlon	Supervisor of Radio and Television
Miss Victoria Jakubiak	Textbook Coordinator
Mr. Gerard Simons	Television Coordinator
Mrs. Marilyn B. Harris	Librarian, School Library Services
Mrs. Margaret C. Lederer	Teacher assigned to Radio
Miss Anna T. Lehlbach	Librarian, School Library Services
Miss Margaret C. Manley	Itinerant Librarian assigned part time to Radio
Mr. Stuart Oderman	Teacher assigned to Radio
Mrs. Lillian Skolnik	Librarian, School Library Services
Mrs. Elberta H. Stone	Librarian, Board of Education
Mr. Norman Weiser	Teacher assigned to Radio

Thorough and Efficient

"Thorough and Efficient" is the key phrase this year for education in New Jersey. With the many bottlenecks and crises of the year it has been most difficult to be efficient. If something went smoothly it was the exception!

A fundamental priority for the Director of Libraries, since there is no Supervisor of Libraries, must be making school visitations. BUDGETS - budget preparation, budget reviews, budget hearings, budget revisions, budget alphabetical plans - all caused a reshuffling of basic Bureau priorities. Budget meetings monopolized professional time and justifiably deserve priority mention here. The Director covered elementary, secondary and special school audits, as well as conferences at the schools on Library facility additions, renovations and relocations. These audits and facility planning became the vehicle for the Director at last to get out into the schools and visit with the library media specialists, audiovisual chairpersons, the department chairmen, administrators and teachers, to discuss Bureau services and program and to make recommendations - an ironic fringe benefit!

Another "fringe deficit" of the Budget priority was the demoralization of Personnel by the pink-slip termination of school librarians, media technicians and television personnel. Yet these threatened terminations became almost a force for progress because of their arousal of indignant reactions of Principals, community and outside educators, all wanting our program maintained and expanded.

The New Jersey Law Journal, April 10, 1975 on pages 8 and 9, gives the text of the proposed rules on Thorough and Efficient Education. Some passages with specific application to the tasks of this Bureau follow:

6:8-11 Educational program ...

7. Provide access throughout the day to sufficient programs and services of a library/media facility to support the educational programs ...

10. Provide bilingual programs for pupils whose dominant language is not English, as required by Chapter 197, Public Laws of 1974 (18A:35-15 to 18A:35-26)

6:8-2.5 Instructional materials and equipment

(a) The board of education shall provide learning and evaluation materials including texts, books, references, tests, library print and nonprint materials, and equipment to meet the wide range of abilities and interests of pupils. The content of all materials shall include, as an integral part of these materials:

1. Contributions of American ethnic minorities; and
2. Nonstereotyping of male and female roles.

(b) The board of education shall adopt an instructional materials and equipment policy which includes procedures of effective professional staff involvement in the selection and utilization of such materials and equipment.

The philosophy expressed in these rules is no new one for us. The philosophy and goals of the Bureau of Libraries, Audiovisual Education, Radio and Television, are and will continue to be the creative implementation of them. Practical evidence of our support of Thorough and Efficient in the Newark schools educational program follows.

SUMMARY SHEET OF DIRECTOR'S RECORDED ACTIVITIES

1974 - 75

PROFESSIONAL MEETINGS

Associations:

American Library Association: Convention, N.Y.C.	5
Newark School Librarians Association	2
Newark School Librarians: Executive Board	1
Directors and Supervisors	9
N.J. School Media Association: Intellectual Freedom Committee	4
Essex County School Librarians, trip to Weston Woods, Conn.	1
CASA	3
Library Development Committee of NJSMA at Rutgers University	4

Conferences:

Newark Public Library and N.J. Historical Society-Archival materials	3
Chamber of Commerce: Career Education Conference	1
Title II ESEA Library Resources: Trenton	1
Budget Meetings	Many

Conventions:

N.J. School Media Association: Fall Conference	1
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Curriculum:

AV Curriculum Committee	1
Bicentennial Curriculum Happening at Wickliffe Street School	1

Facilities Planning:

Design and Construction Layouts: New Facilities	17
Arts High	3
Malcolm X Shabazz	2
Weequahic High	2
Hawkins Street	1
Hawkins Street Annex	2
Broadway Elementary	5
Fourteenth Avenue	2

In-service Presentation and/or Participation:

In-service: AV Production	3
In-service: Social Workers, Psychologists, Guidance	1
In-service: New Librarians	4
In-service: Library skills, Mini-course	6
Orientation: New Librarians	1

Radio and Television:

Reorganization at WBGO	1
Judge for Spelldown at WBGO	2
Judge for Montgomery School Library Book Report Contest	1

Textbooks:

Textbook Council	4
Production of Price List of Textbooks	2
Nonpublic School Textbooks	3

Workshops:

Reading Lab	1
Title I at Robert Treat Hotel	1
NJSMA Workshop: New Standards	1
N.J. ASCD Conference	2
NJSMA and Reading Association Workshop, East Brunswick	1
N.J. Secondary Schools Principals: Fall Clinic	1

SCHOOL VISITS

Observation of librarians, facility, program, audit, or conference	37
Groundbreaking for New Charlton Street School	1

SUNDRY ACTIVITIES:

Board of Examiners	2
Board of Education Installation	1
Curriculum Night	1
Superintendent's Staff Meeting	1
Work Experience Applicants for School Libraries - Interviews and recommendations made	35
SPEDY--Youth Employment	1
MOVE GROUP	10

(After the MOVE some furniture was selected from the Parker Street warehouse for use in the relocated library).

Staff Conferences and Meetings with Assistant Superintendents and Deputy Superintendent

Book Fairs, Book Talks, and Book Week Assemblies observed and admired.

Care envelopes and School Library Notes distributed regularly to all school librarians; Read, See, and Hear went to all school librarians and principals as well.

Community related meetings

Interviews and conferences with library candidates, staff, librarians, administrators and Board personnel

Library Reading Certificates and My Library Reading Record

Booklets distributed to schools

BOARD OF EDUCATION LIBRARY

Annual Report 1974-75

Moving from 31 Green Street to 2 Cedar Street made for a busy, hot, exciting summer. All the staff was kept busy emptying boxes of books, periodicals and supplies and suffering with the heat and lack of ventilation due to "an air-conditioning deficiency". Just when it appeared as though we would never, like Humpty Dumpty, get it all together again we realized we had achieved what had seemed the near impossible.

With the boxes gone from the middle of the floor, we realized that we looked mighty empty. The three tables that had been more than ample for our small library on Green Street, looked lost in our new larger area. So Miss Appel visited the Depository and soon we were flooded with the delivery of old tables, desks and lots and lots of chairs. I for one felt very discouraged when I saw all the old furniture, but after some tables were covered with Contact paper and the rest of the furniture was washed down it really didn't look too bad. It wasn't long, however, before others heard about all the furniture we had and began to beg and borrow it from us. Soon just about everytime there was a meeting we were loaning (and losing) chairs and tables. Now all the excess furniture has disappeared, throughout the building, and I ended up admitting that I was wrong and Miss Appel was right and that's why she's the director because she's got foresight (smiles).

Reference service was given to many teachers and administrations during the year. The total number of reference questions were 1,352 from September 1974 to May 1975, showing an increase of 162 over the 1973-74 year. Some of the most interesting requests and reference questions were:

- Sample teacher handbooks from other school systems
- Serious games that teach values
- Halloween poems to be translated to Spanish
- Preschools in foreign countries
- Inservice Bilingual Reading and Language Programs
- Dances and games from foreign countries
- Integrating physical education into curriculum subjects
- Date of first free public school in Newark
- Educational goals and objectives - 8 requests
- How to write a resume - 10 requests
- Articles on Management by Objectives - 6 requests
- Children's rights and child abuse - 5 requests
- Information about Dr. Matthew Lipman's philosophy course for children
- The Buckley Amendment
- Equal Rights Amendment
- Sexism in the United States
- Biographical information about Mr. Taylor, George Cureton, George Branch and Fred Means
- Sample questions from the National Teacher's Examination

During the year the following curriculum committees met in the library:
English, Mathematics, Bilingual, Social Studies, Reading, Special Education,
Science, Physical Education, Foreign Language, and Art.

The following special meetings were held in the library:

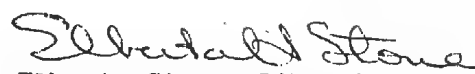
Afro-American Planning Committee
NJLA Intellectual Freedom Committee
Several Librarians Meetings
New Librarian orientation classes
Goals and Objectives Appraisal Committee
Superintendent's Task Force on Truancy
Superintendent's Task Force on job evaluation

Special events that occurred in the library:

Two nationally televised interviews with Mr. Taylor
Mr. Taylor's Christmas program for Board Members and the central staff

During the year I participated in the following:

Sat on the Librarian and Evaluation Specialist oral boards
Assisted in writing two mini-guides on the Metric System and the Bicentennial
Wrote a Read, See and Hear column for The Community newsletter published by
the Board of Education
Worked on plans for Quitman Street Annex and Hawkins Street Libraries.
Prepared and published 8 issues of Read, See and Hear.


Elberta Stone, Librarian
Board of Education, Library

LIBRARY CIRCULATION

SEPTEMBER, 1974 -- JUNE, 1975

<u>SCHOOL</u>	<u>SCHOOL CIRCULATION</u>	<u>PUBLIC LIBRARY CIRCULATION</u>	<u>AUDIO VISUAL CIRCULATION</u>	<u>TOTAL</u>
ARTS HIGH	12,971	16,200	---	29,171
BARRINGER HIGH	4,919	225	1,870	7,014
CENTRAL HIGH	2,177	648	352	3,177
EAST SIDE HIGH	11,725	1,184	5,871	18,780
MALCOLM X. SHABAZZ	2,059	142	174	2,375
NEWARK EVENING HIGH	1,800	50	257	2,107
VAILSBURG HIGH	8,666	394	993	10,053
WEEQUAHIC HIGH	5,817	369	1,510	7,696
WEST SIDE HIGH	3,065	53	2,765	5,883
	<u>53,199</u>	<u>19,265</u>	<u>13,792</u>	<u>86,256</u>
ABINGTON AVENUE	495	128	15	638
ANN STREET	9,300	3,750	1,050	14,100
ARLINGTON AVENUE	1,785	2,466	393	4,644
AVON AVENUE	7,245	1,018	596	8,859
BELMONT-RUNYON	1,721	198	367	2,268
BERGEN STREET	22,868	271	1,121	24,260
BOYLAN STREET	1,623	3,715	763	6,101
BRAGAW AVENUE	51,207	23,031	869	75,107
BRAGAW ANNEX	909	1,130	---	2,039
BROADWAY	24,383	25,629	3,701	52,346
BRUCE STREET	1,222	497	656	2,175
BURNET STREET	9,545	1,989	2,825	14,359
CAMDEN STREET	23,163	8,387	5,563	37,113
CAMDEN MIDDLE	11,705	3,009	2,795	17,509
CHANCELLOR AVENUE	24,797	8,514	216	33,527
CHANCELLOR ANNEX	2,941	309	1,009	4,259
CHARLTON STREET	450	310	---	760
CLEVELAND	13,330	753	215	14,298
CLINTON AVENUE	7,858	8,255	723	16,836
CLINTON PLACE JUNIOR H.	7,616	594	2,505	10,715
DAYTON STREET	400	300	55	755
EIGHTEENTH AVENUE	11,646	3,440	1,537	16,623
ELLIOTT STREET	3,024	13	134	3,171
FIFTEENTH AVENUE	10,578	931	122	11,631
FIRST AVENUE	1,440	464	---	1,904
FOURTEENTH AVENUE	3,217	777	650	4,644
FRANKLIN	350	50	---	400
GARFIELD	1,234	24	---	4,459
HAWKINS STREET	17,166	5,343	108	22,559
HAWTHORNE AVENUE	41,928	6,796	7,033	55,757
HAWTHORNE ANNEX	1,762	678	---	5,206
HELEN KELLER	416	24	18	458
HUDSON STREET	1,607	---	---	1,607
HAWTHORNE-CLINTON	3,104	1,408	141	4,563
IRONBOUND COMMUNITY	2,045	1,020	---	3,065
LAFAYETTE STREET	24,625	2,553	2,610	29,788
MAPLE AVENUE	10,974	3,151	1,160	15,275
MAPLE AVENUE ANNEX	8,237	1,426	554	10,217
MAPLE LYONS	1,447	262	133	1,842
MARCUS GARVEY	3,894	1,936	---	5,380
MARTIN LUTHER KING	8,063	1,060	186	9,309
McKINLEY	5,597	1,154	128	6,879

MILLER STREET	6,131	2,787	4,511	13,429
MILLER-AVON ANNEX	460	105	---	685
MONTGOMERY STREET	2,332	1,648	39	4,019
MORTON STREET	24,765	9,416	2,242	36,423
MT. VERNON	8,797	6,817	558	16,172
NEWTON STREET	17,620	3,674	615	21,909
OLIVER STREET	4,289	1,509	3	5,801
PESHINE AVENUE	6,977	6,861	5,410	18,348
QUITMAN STREET	12,408	11,613	7,891	32,030
QUITMAN ANNEX	2,660	2,992	---	5,652
RIDGE STREET	28,036	14,361	3,905	46,302
ROBERTO CLEMENTE	33,355	3,141	675	37,171
ROBERTO CEMENTE ANNEX	---	---	---	---
ROSA L. PARKS	12,625	7,940	2,280	22,845
ROSEVILLE AVENUE	490	---	---	490
SEVENTH AVE. JR. HIGH	1,523	1,392	118	3,033
SOUTH STREET	13,987	8,133	1,247	23,367
SOUTH SEVENTH STREET	2,224	840	20	3,084
SO. SEVENTEENTH ST.	7,192	2,482	303	9,977
SO. SEVENTEENTH ST. ANNEX	375	350	---	725
SPEEDWAY AVENUE	3,922	---	---	3,922
SO. SEVENTH	720	---	---	720
SPRINGFIELD AVE.	1,571	54	---	1,625
SUSSEX AVENUE	3,324	---	---	3,324
SUSSEX ANNEX	729	61	---	890
THIRTEENTH AVENUE	18,791	887	972	20,578
WARREN STREET	261	66	---	473
WEBSTER JR. HIGH	4,559	906	---	5,465
WEST KINNEY JR. HIGH	4,676	168	721	5,565
WICKLIFFE	---	---	---	---
WILSON AVENUE	15,246	5,050	5,909	26,205
WOODLAND	1,254	---	16	1,270

GRAND TOTAL	-----	SCHOOL CIRCULATION	684,287
		PUBLIC LIBRARY CIRCULATION	242,582
		AUDIOVISUAL CIRCULATION	<u>92,295</u>

TOTAL 1,019,164

BOARD OF EDUCATION LIBRARY 1,104

413

<u>1,517</u>
1,020,681 - GRAND TOTAL

Board of Education Library

Reference Questions 1,352

Read, See and Hear 8

NEWARK SCHOOL LIBRARY MEDIA CENTERS

HIGHLIGHTS FROM ANNUAL REPORTS

1974 - 1975

THE EXCERPTS FROM THE PROPOSED RULES DEFINING "THOROUGH AND EFFICIENT" AS CITED IN THE INTRODUCTION ARE IMPLEMENTED IN MOST OF OUR SCHOOL LIBRARIES. THE INDIVIDUAL ANNUAL REPORTS SUBMITTED BY THE LIBRARY MEDIA SPECIALISTS WERE A DELIGHT AND ARE AVAILABLE FOR REVIEW ON REQUEST. THEY REFLECT CREATIVITY, ENTHUSIASM, INNOVATION, SUPPORT OF THE READING PROGRAM, THE SCHOOL'S CURRICULUM AND THE SCHOOL COMMUNITY. EACH YEAR MORE OF OUR TRADITIONAL SCHOOL LIBRARIES ARE DEVELOPING INTO TRUE LIBRARY MEDIA CENTERS WITH PROGRAMS EMPHASIZING ACCESSIBILITY, FLEXIBLE SCHEDULING, REINFORCEMENT OF LIBRARY AND STUDY SKILLS, READING FOR PLEASURE AND INDEPENDENT LEARNING.

SCHOOL LIBRARY ACTIVITIES

BACK TO SCHOOL NIGHT - SEVENTH AVENUE JUNIOR HIGH LIBRARY MEDIA CENTER PREPARED SLIDES OF THE SCHOOL IN ACTION WHICH WERE SHOWN TO THE PARENTS ON BACK TO SCHOOL NIGHT.

BICENTENNIAL - THE BICENTENNIAL TRIGGERED MANY PROGRAMS SUCH AS A VIDEO-TAPE OF PAUL REVERE'S RIDE DONE BY THE CHILDREN OF THE RIDGE STREET SCHOOL LIBRARY MEDIA CENTER; A HISTORICAL MULTIMEDIA PRESENTATION UTILIZING MATERIALS RESEARCHED BY THE CHILDREN IN THE LIBRARY WAS THE BASIS FOR THE GRADUATION PROGRAM AT ANN STREET SCHOOL.

BILINGUAL - ROOM 120 WAS THE MOST POPULAR PLACE IN THE BARRINGER HIGH SCHOOL LIBRARY MEDIA CENTER WHERE NON-ENGLISH SPEAKING STUDENTS LEARNED THE LANGUAGE--AUDIBILITY WITH PICTURES; THE DEWEY DECIMAL SYSTEM WAS TRANSLATED INTO SPANISH AND A BROADSIDE DUPLICATED FOR ALL THE SCHOOL LIBRARIES. EACH SCHOOL WITH A BILINGUAL LIBRARIAN HAS ASKED FOR MORE LIBRARY DAYS.

BLACK STUDIES - BLACK HISTORY WEEK CELEBRATION WAS VIDEOTAPED IN MALCOLM X. SHABAZZ HIGH SCHOOL LIBRARY; AT CENTRAL HIGH--ALL FUNDS "SPENT. STRICTLY IN LIGHT OF SCHOOL NEEDS...".

BOOK FAIRS - IN TWENTY SCHOOLS SUCH AS BERGEN, BRAGAW, CHARLTON, 14TH AVE., MAPLE ANNEX, PESHINE, WILSON, ETC., THEY WERE VERY SUCCESSFUL.

CAREER EDUCATION - WEEQUAHIC HIGH LIBRARY MEDIA CENTER TRAINED AND SUPERVISED THREE STUDENTS IN THE CAREER EDUCATION COMMUNITY SERVICE PROGRAM FOR WHICH THEY EARNED ACADEMIC CREDIT. MANY OF OUR LIBRARIANS HAVE "LIBRARY CLUBS" WITH THE STUDENTS ASSISTING FORMALLY AND INFORMALLY IN THE LIBRARY. A NUMBER OF "WORK EXPERIENCE" YOUNGSTERS WERE ASSIGNED TO OUR SCHOOL LIBRARIES THIS SCHOOL YEAR. FOR THE STUDENT THIS IS ANOTHER EXPOSURE TO CAREER EDUCATION.

CERTIFICATES - MORE SCHOOLS REQUESTED LIBRARY CERTIFICATES FOR READING CONTEST PRIZES AND FOR THEIR ANNUAL AWARDS ASSEMBLIES.

CHRISTMAS TREAT - AT PESHINE AVENUE SCHOOL SEVENTH AND EIGHTH GRADE LIBRARY CLUB MEMBERS VISITED THE FIRST TO THIRD GRADE CLASSES FOR A STORYTELLING TREAT.

CONTESTS - AT BRAGAW AVENUE SCHOOL THE "BEST LIBRARIAN OF THE MONTH" AND "BEST CLASS OF THE MONTH" CONTESTS HAVE BEEN VERY POPULAR.

FAVORITE LIBRARY BOOKS - AT AVON AVENUE SCHOOL THIS SURVEY WAS A WORTHWHILE PROJECT FOR THE FIRST GRADERS.

FILM SHOWINGS - DURING PERIOD EIGHT FOR ALL INTERESTED STUDENTS AND TEACHERS AT BARRINGER HIGH SCHOOL; AT CAMDEN STREET DURING NATIONAL LIBRARY WEEK "THE RED BALLOON" WAS SHOWN AND EACH CHILD ATTENDING RECEIVED A BALLOON.

FLEXIBLE SCHEDULING - MODIFIED FLEXIBLE SCHEDULING WAS ESTABLISHED IN THE UPPER GRADES OF MANY ELEMENTARY SCHOOLS. OUR GOAL OF ACCESSIBLE SCHOOL LIBRARY MEDIA CENTERS IS ATTAINABLE, OVER TEN SCHOOLS NOW HAVE OPEN AVAILABLE MEDIA CENTERS.

GRANTS - TITLE II AND SPECIAL URBAN GRANTS; THREE OF THE DEMONSTRATION CENTERS AWARDED \$2,500. EACH; AVON AVENUE, SEVENTH AVENUE JR. HIGH, AND WILSON AVENUE.

INSERVICE - THE LIBRARIAN AT ANN STREET SCHOOL FORTIFIED INSERVICE COURSES WITH MULTIMEDIA MATERIALS.

LABELS FOR EDUCATION - PESHINE AVENUE SCHOOL AND THE CAMPBELL SOUP COMPANY EXCHANGED A RECORD PLAYER FOR LABELS.

LIBRARIANS SERVED AS MEMBERS OF CURRICULUM COMMITTEES, TITLE 1 PARENT COUNCIL, STATEWIDE BOOK REVIEW COMMITTEES, TEXTBOOK COMMITTEES, ETC., AS WELL AS SPONSORS OF EXTRA CURRICULAR ACTIVITIES FOR THE CHILDREN, I.E. JERSEYMEN, CLAY WORKSHOP AT THE MUSEUM, ETC.

LIBRARY SERVES AS HOST TO MANY SCHOOL ACTIVITIES, SUCH AS READING WORKSHOPS, HEALTH CLINICS, AND DOG SHOWS! (AT QUITMAN ANNEX)

LIBRARY SKILLS - OVER FORTY SCHOOLS REPORTED REINFORCEMENT OF LIBRARY SKILLS INSTRUCTION AS A MAJOR GOAL THIS PAST YEAR--AN OBVIOUS NEED REFLECTED IN THE REPORTS OF THE STATEWIDE TESTING PROGRAM. GREAT EMPHASIS WAS PLACED ON ALPHABETIZATION, NOTE TAKING, RESEARCH TECHNIQUES, ETC. AT ALL LEVELS.

MINI-LIBRARY COLLECTIONS IN MANY CLASSROOMS--"REACHING OUT". (ROSA L. PARKS)

PAPERBACK BOOKS - THEY HAVE BECOME INCREASINGLY POPULAR WITH THE SWAP CLUB OF PAPERBACKS AT BARRINGER HIGH SCHOOL; A PAPERBACK BOOK SALE AT MALCOLM X. SHABAZZ WITH THE THEME "GIVE A BOOK FOR CHRISTMAS".

POETRY UNITS WERE REPORTED BY MANY SCHOOL LIBRARIANS.

PREVIEW CLUB - AT SEVENTH AVENUE JUNIOR HIGH LIBRARY MEDIA CENTER, THE PREVIEW CLUB EVALUATES NEW MATERIALS BEFORE PURCHASE BY OUR AUDIOVISUAL CENTER.

PUBLIC AND SCHOOL LIBRARY COOPERATION - BRAGAW ANNEX AND MAPLE ANNEX LIBRARIANS REGULARLY TAKE CLASSES TO LOCAL BRANCH LIBRARIES FOR LESSONS AND RESEARCH; AT WEST SIDE THEY MAKE IT A STANDARD PRACTICE TO CONCLUDE ALL LIBRARY ORIENTATION LESSONS BY DISTRIBUTING APPLICATION CARDS TO STUDENTS WHO DO NOT HAVE A PUBLIC LIBRARY CARD.

PUBLICATIONS - CREATIVE WRITING BY STUDENTS--STAFF: BOOK TALK AT MT. VERNON; MEDIA CENTER INFORMATION AT ANN STREET AND THIRTEENTH AVENUE SCHOOLS; CLINTON PLACE JUNIOR HIGH SCHOOL RELEASES CONSTANT LISTS OF NEW TITLES AS DO MOST SECONDARY SCHOOL LIBRARIES. MAPLE AVENUE AND AVON AVENUE SCHOOLS PRODUCE EXCELLENT NEWSLETTERS FOR STUDENTS AND TEACHERS.

PUPPETS - SEVERAL SCHOOL LIBRARIES USED THEM FOR STORYTELLING; AND THEY WERE USED BY THE CHILDREN TO DRAMATIZE STORIES AND SCHOOL ACTIVITIES.

READING RECORD - A PERMANENT READING RECORD IS KEPT AT EAST SIDE HIGH SCHOOL LIBRARY OF ALL LIBRARY BOOKS BORROWED BY EACH STUDENT.

ROVING REPORTERS - ACADEMICALLY TALENTED THIRD GRADE STUDENTS AT MAPLE ANNEX INTERVIEWED COMMUNITY PERSONALITIES WITH CASSETTE RECORDERS AND A CAMERA.

SPECIAL SCHOOLS - A MAJOR PROJECT AT BOYLAN WAS "TEACHING HOW TO FIND, EXTRACT, AND USE INFORMATION TO PREPARE STUDENTS FOR WORK IN FURTHER SCHOOLING".

STORYTELLING - FROM TEEN TO TOTS. ELEMENTARY SCHOOL CLASSES OR LIBRARY CLUB MEMBERS VISIT AND READ TO THE YOUNGER CHILDREN IN AT LEAST FIFTEEN SCHOOLS.

TEACHER INVOLVEMENT - SERVICE PERIOD ASSIGNMENT IN BARRINGER MEDIA CENTER-- TEACHERS EVALUATED AND LISTED RESOURCES FOR COLLEAGUES.

TEACHER ORIENTATION - AT MCKINLEY THERE WAS A LIBRARY WORKSHOP FOR TEACHERS. PROFESSIONAL ASSISTANCE OFFERED TO TEACHERS TO HELP THEM ORDER MATERIALS. "TEXTBOOKS AND LIBRARY BOOKS DISPLAYS" AT LUNCHTIME IN SEVERAL SCHOOLS.

TERM PAPER UNIT - WAS VERY SUCCESSFUL AT MILLER STREET WHERE ALL THE LIBRARY SKILLS WERE REVIEWED IN SEVENTH AND EIGHTH GRADES. THE CHILDREN ENTER HIGH SCHOOL PREPARED TO MAKE SUCCESSFUL USE OF THE LIBRARY. ARTS HIGH AND VAILSBURG HIGH HAVE SPECIAL TERM PAPER PROJECTS.

TESTS - WEST KINNEY JR. HIGH USES A STANDARDIZED "LIBRARY SKILLS REVIEW TEST" WITH THE NINTH GRADERS. BARRINGER HIGH PREPARED A QUIZ REQUIRING LIBRARY SKILLS CALLED "MEDIA CENTER MYSTERY".

WORKSHOPS - SEVERAL SCHOOL LIBRARY MEDIA SPECIALISTS HAVE HELD IN-SCHOOL WORKSHOPS FOR TEACHERS, TITLE 1 AIDES, TEACHER AIDES, AND PARENTS TO FURTHER EXTEND AND ENRICH THE READING AND LEARNING READINESS OF OUR NEWARK CHILDREN; AND TO HAVE A "HANDS ON" EXPERIENCE WITH NEW MATERIALS AND EQUIPMENT.

HIGHLIGHTS 1975 REFLECTS MORE COOPERATION BETWEEN LIBRARIANS AND TEACHERS AND GREATER CONCERN ABOUT CURRICULUM ENRICHMENT THROUGH LIBRARY MATERIALS AND RESOURCES. THE DIRECTOR NOTICED SEVERAL COMMENTS BY SCHOOL LIBRARY MEDIA SPECIALISTS ON THE LACK OF AV EQUIPMENT RATHER THAN THAT OF AV MATERIALS IN OUR SCHOOLS. EVER SINCE TITLE II EXTENDED LIBRARY RESOURCES TO THE BOOK IN PRINT AND NON-PRINT FORM A TREMENDOUS VARIETY OF LEARNING AND ENRICHMENT MATERIALS HAVE BEEN PURCHASED BY OUR SCHOOL LIBRARIANS. UNHAPPILY THE LACK OF EQUIPMENT AND THE MAINTENANCE AND REPAIR OF EXISTING EQUIPMENT HAVE HAMPED THE OPTIMUM UTILIZATION OF RESOURCES AND THUS HAS NOT SUPPORTED THE STATE RUBRIC OF "THOROUGH AND EFFICIENT". SEVERAL SCHOOL LIBRARY MEDIA SPECIALISTS DEPLORED THE DETERIORATION OF PICK-UP AND DELIVERY SERVICE THIS YEAR. AUDIOVISUAL CENTER TRIPS HAVE BEEN DRASTICALLY CURTAILED AND WE HEARTILY RECOMMEND THE IMMEDIATE REESTABLISHMENT OF A REGULAR AND DEPENDABLE DELIVERY SERVICE TO ALL SCHOOL LIBRARY MEDIA CENTERS.

THE ANNUAL REPORTS OF EACH OF OUR TITLE II DEMONSTRATION CENTERS ARE ENCOURAGING AND COMPLETE --THEY INCLUDED NEWSLETTERS, NEWSPAPERS, AND BIBLIOGRAPHIES PREPARED BY THE STUDENTS AND WORKSHOP AND LESSON OUTLINES PREPARED FOR THE TEACHERS. AGAIN IT IS RECOMMENDED THAT THEIR SEPARATE REPORTS BE EXAMINED AND USED AS GUIDELINES FOR THE NEXT FIVE YEARS IN ALL OUR SCHOOLS. WITH EQUIPMENT, MATERIALS, AND ADEQUATE BUDGET THE CHILDREN IN ALL OUR SCHOOLS BENEFIT FROM THE COLLECTIONS AND INNOVATIVE SERVICES AS HAS BEEN MADE AVAILABLE IN OUR FIVE DEMONSTRATION CENTERS. IF THE RECENT TERMINATIONS AND BUDGET CUTS ARE IMPLEMENTED, MANY OF THE ACHIEVEMENTS OF THE PAST FEW YEARS WILL BE IMPOSSIBLE TO MAINTAIN AS THE MINIMUM STANDARDS OF STAFF, EQUIPMENT, AND RESOURCE MATERIALS IN THE NEW JERSEY BLUE PRINT FOR SCHOOL MEDIA PROGRAMS WILL BE DRASTICALLY LIMITED IN NEWARK.

Summary of Procedures and Activities
Secondary School Library Media Centers
1974-1975

Lessons and mini-courses in library skills and the use of reference resources, audiovisual materials and equipment were reported by all the schools. Barringer, 7th Ave. Jr, and Weequahic High Schools cited programs which are noteworthy.

An integrated team approach by the subject teacher and the librarian was reported by Barringer, East Side, Weequahic, and 7th Ave. Jr. High School. Direct involved support of curriculum was evident in all the reports. Reading guidance by the librarian was part of all the lessons. 7th Ave. Barringer, East Side and Weequahic, reported specific programs, (individual reports available for review.)

Bilingual and bicultural programs were especially notable in Barringer, Central, East Side, Malcolm X Shabazz and Weequahic. East Side and Barringer's were done with the assistance and expertise of a Spanish speaking librarian.

Librarians and media centers in print: Barringer High was written up in a HEW newsletter; and Mrs. Jefferson head librarian at Seventh Ave Jr. High co-authored an article for School Library Journal, (both prestigious professional publications).

Book Fairs and book sales were held in several schools. "Open House" for teachers and students to view new media and resource materials were reported by East Side, Malcolm X. Shabazz and Weequahic. A "Mathematics Fair" was held at Malcolm X. Shabazz. A multimedia approach to instruction in library study skills were used in Weequahic, 7th Ave. Jr. High and East Side. Weequahic made a videotape of the orientation lesson.

Career and vocational education activities were emphasized. Many librarians expressed their need for a coordinated approach to the development of library research skill units and lessons. Many also indicated that Thorough and Efficient teaching of basic research and library skills can't take place if media centers house subject classes, a homeroom, discipline section, Title I Coordinators, guidance, etc., all assigned to the library! These activities are very essential school functions but they have preempted the proper function of a media center in many schools - for example textbook records and the dispensing of textbooks are part of the responsibility of the librarian at Webster Jr., and Broadway Jr. High Schools - a time consuming and clerical chore.

Library/media, Radio and TV studio layouts were reviewed for new or relocated facilities for Arts, East Side, Malcolm X. Shabazz, and Weequahic High Schools. This involved the director and her staff in conferences with the architects, design and engineering, the principals, and the school librarians.

The secondary school library media center reports reflect a pleasant, productive atmosphere in which our students do read and learn.

Bilingual Library Service
Annual Report
1974 - 1975

This school year 1974-75 I had been giving library service to Spanish speaking students on a once a week basis, in Oliver St., Wilson Ave., Broadway Elementary, Webster Jr. High and Broadway Jr. High. The service provided to Barringer and East Side High was on a bi-weekly basis.

First, one of my functions is to provide those students with a meaningful curriculum enrichment program by developing their natural curiosity, creating independent work and study habits, and stimulating independent reading using the library as a resource center.

Second, to teach them the use of the library and the materials available through library skills training.

Third, to assist the librarians in the selection of bilingual materials with the individual needs of the school in mind, and compile bibliographies for these materials in order to facilitate their use.

Fourth, to make the bilingual materials available to students and teachers, through the cataloging, classifying and processing of those materials.

Fifth, in addition to that I am in the process of compiling a Central Card Catalogue File of all bilingual book and non-book materials by using the equipment available at Barringer High School which will provide service to all city schools as needed.

In order to improve my work as a bilingual consultant, I had attended several workshops and conferences throughout the past school year. The two most important were the ALA Convention on New York last July and the Bilingual Bicultural Conference also in New York last April.

SCHOOL LIBRARY SERVICES

Acquisition and Implementation

ANNUAL REPORT
1974-1975

Rather than advise you of the usual compilation of orders prepared and implemented, special assistance to schools temporarily without librarians, Title II instructions and follow through, etc., I would like to expound, instead, on some of the difficulties which had to be surmounted in order to complete my regular functions.

At the end of June of last year I was advised that, in order to save money, the supply requisitions would be coordinated into a spec and then distributed to the various school libraries. In August I was called and told that this type of supply requisition did not lend itself to a spec and would I help the Division of Purchasing with their implementation. I did this but because of this delay, the hold on all orders in the early fall and the spiraling inflation, the prices and quantities on the requisitions had to be adjusted and I, once more, was called upon to help. However, when the orders were finally sent to the vendors, the greater portion were returned because of another series of price changes and again I was called upon to make revisions. I spent my entire Christmas vacation on this and am still involved.

At the beginning of the school term in September I learned that 80 Title II purchase orders, for some reason unknown to myself, never were encumbered. A good deal of the material covered by these orders had already been delivered and payment was due. This problem was finally solved, after much anguish, by simply changing the identifying letter on these purchase orders from D to E and removing those numbers from any possible use this year.

Late in September it was noted that materials from certain vendors were not being delivered. Again, we learned that two cartons containing Title II purchase orders, dated May 13, 14 and 15, had been mislaid before they could be mailed. Unbelievably, they had been put in the board room at 31 Green Street and left there during the move to Cedar Street. We wrote to the vendors and sent duplicates of the purchase orders to them with instructions to destroy the original if it ever arrived. In several cases, the vendors wrote that the orders had been received too long after the original quotation and the costs had changed in the interim. This problem, too, was solved with the help of Mrs. Giantomas in the Secretary's Office, after many difficulties.

There have been the regular headaches which are always around and the budget crisis with which we are now faced has added new problems to our area as well as every other facet of our school system. Whatever is done this summer to facilitate orderly procedures for next year will, of necessity, be on a volunteer basis.

In rereading the above, I am very aware of the pessimistic tone of this report. Actually, I suppose we are all to be glad that we were able, with that extra effort, to service the school libraries as we did and provide for them the greatest return for their budget allotments.

Lillian Skolnik, Librarian
School Library Services Office

ANNUAL REPORT, 1974-75

During the school year just closing, my principal activities took place in the fields enumerated below:

1. Publications: Prepared four issues of School Library Notes, vol.4. Compiled, edited and prepared numerous reports, presentations and bibliographies on request. (For more detail, see "Response to Section III", compiled 5/75 for Miss Appel's report to Dr. Flagg.) Prepared "Guidance Materials in the Audiovisual Center" (Read, See and Hear, vol.23, no.2) and "The American Revolution: Audiovisual Resources" (RSN vol.24, no.8) annotated lists of the complete holdings of State Street Audiovisual Center in the fields indicated by their titles. (In progress: to be completed before Summer) Revision and enlargement of A Newark School Librarians Handbook. Collected and prepared information kit for all Board of Education members about Newark school libraries and the deleterious effects of threatened reductions of personnel. Sets also distributed to other concerned persons.
2. Selection Aids: Maintained School Library Services Office collection of publishers' review copies and distributed year-old books to school librarians. Maintained current files of audiovisual and library supply catalogs and back files of library periodicals.
3. Courses and Institutes: Planned and conducted the In-service course Library Service in the Newark Schools: an Orientation for 10 librarians during Fall, 1974 semester. At the request of members of the Curriculum Division, planned and presented a talk, with slides, on Newark in the Revolution for their Bicentennial Happening, March 24; repeated by request at the Curriculum Day, May 30, at the Newark Museum. (Two sessions.) Again at the request of Curriculum Division, planned and presented a book talk, Women in Literature, for the International Women's Year section of Curriculum Day (also to 2 sessions) and later distributed a bibliography to those who had requested it.
4. ESSEA Title II: Devised procedures, issued directives and checked and forwarded schools' applications for funds. Checked all inclusions in the schools' orders, to insure conformity with the requirements in the Title II Guidelines.
5. Committees, Conferences, Meetings Attended
Audiovisual Curriculum Committee. Attended three sessions, assisted by request at two all-day holiday sessions of the writers' subcommittee and helped prepare the agenda for the final all-day Committee meeting. Intellectual Freedom Committee of NJSMA (Miss Appel, Chairman). Attended meetings and assisted in preparation of the revised Guidelines for the Development of a library book and Materials Selection Policy. Attended numerous meetings and conferences directly concerned with the proposed layoffs of school librarians, including conferences with Miss Appel, and Mr. William Brown. (Mrs. Devator Hooks, President of Newark School Librarians' Association, chose me as one of the delegation.)

(continued on next page)

5. Committees, Conferences, Meetings (continued)

Bicentennial Institute, William Paterson College, Saturday March 8.
Institute re new Library/Media Standards, Elizabeth, Saturday, March 15
Children's Book and Author Institute, Princeton, Saturday, April 5

6. Miscellany (Extracurricular; but Library-Related)

Attended, as guest of honor, annual dinner of Newark School Librarians' Association and friends, June 4, 1975, crowning my professional career on the occasion of its official close.
Attended, again as guest of honor, Departmental luncheon with retired colleagues also in attendance, June 17.

I cannot feel that it is out of order to note these two unforgettable experiences in my last annual report. My forty-one years in the school libraries and the central office have been so rich, so happy in the true sense of the word -- the sense that can comprehend saddening and frustrating periods and transcend them-- that I cannot imagine a more fortunate and rewarding professional life than mine. To be a part of the growing, active, effective -- and affective -- school library media program of the Newark schools is a joy and a privilege.

Anna T. Lehlbach

Anna T. Lehlbach
June 19, 1975

TEXTBOOK EVALUATION CENTER

ANNUAL REPORT

1974-1975

ONE OF THE PRIMARY RESPONSIBILITIES OF THE TEXTBOOK DIVISION IS THE PUBLICATION OF THE PRICE LIST OF TEXTBOOKS, MAPS AND EDUCATIONAL SUPPLIES. THIS YEAR THE TIME LOG FOR THE PREPARATION OF THIS LIST WAS ALTERED, SO THAT THE TEXTBOOK STAFF (ONE COORDINATOR, ONE TECHNICIAN AND ONE CLERK TYPIST) HAD THE USUAL TIME ALLOWED FOR THIS TASK CUT FROM 6 WEEKS TO 3 WEEKS. THE TEXTBOOK DIVISION COMPLETED ITS WORK THREE DAYS BEFORE ITS PRESCRIBED DEADLINE.

IN JANUARY 1975, THE TEXTBOOK COORDINATOR WAS ASSIGNED THE RESPONSIBILITY OF FACILITATING THE NEW NONPUBLIC SCHOOL TEXTBOOK LOAN PROGRAM. THIS INVOLVED A SERIES OF MEETINGS WITH VARIOUS PEOPLE, MR. STEINFELD, MR. SEARLE, BROTHER BENEDICT AND ALSO MANY TELEPHONE CONFERENCES. ON FEBRUARY 5, 1975 THIS ADDED RESPONSIBILITY WAS REASSIGNED WITHIN THE BUREAU OF LIBRARIES.

THE TEXTBOOK EVALUATION CENTER STAFF WAS CONSULTED AND INTERVIEWED MANY TIMES ABOUT THE TEXTBOOK PROGRAM BY A MEMBER OF THE GOVERNOR'S TASK FORCE. AS A RESULT OF SOME OF THESE CONFERENCES AND IN CONJUNCTION WITH MEMBERS OF THE DATA PROCESSING DEPARTMENT, A MEMORANDUM WAS SENT TO DR. PFEFFER SUGGESTING FURTHER MEETINGS WITH MEMBERS OF THE DATA PROCESSING STAFF TO DISCUSS THE FEASIBILITY OF HAVING THE PRICE LIST PREPARED BY THEIR MACHINE METHODS FOR SCHOOL USE. TO DATE NO DECISION HAS BEEN MADE.

IN ADDITION, THE OTHER DUTIES OF THE DIVISION PROCEEDED AS IN OTHER YEARS. THESE INCLUDE TEXTBOOK EVALUATIONS BY SUBJECT AREA COMMITTEES, TEXTBOOK COUNCIL MEETINGS, RECORDING OF SCHOOL INVENTORIES, AND TEACHER AND PRINCIPAL VISITS TO THE TEXTBOOK REFERENCE LIBRARY TO PLAN SCHOOL ORDERS.

STATISTICAL DATA

	<u>1973-1974</u>	<u>1974-1975</u>
No. OF ITEMS RECEIVED FOR EVALUATION	3919	3979
No. OF ITEMS RECOMMENDED FOR APPROVAL	871	666
No. OF ITEMS RECOMMENDED FOR ELIMINATION	775	223
No. OF ITEMS RECOMMENDED FOR REJECTION	891	704

BOOK INVENTORY REPORT

JULY 1975

BUREAU OF LIBRARIES AND AUDIOVISUAL EDUCATION
BOARD OF EDUCATION

NEWARK, NEW JERSEY

SUMMARY REPORT

TEXTBOOKS

TOTAL NUMBER OF BOOKS
1973-1974 1974-1975

BOOKS PER PUPIL
1973-1974 1974-1975

ELEMENTARY

1,055,941

1,068,667

20

22

JUNIOR HIGH

192,421

85,664

31

18

SENIOR HIGH

232,102

213,849

17

15

SPECIAL SCHOOLS

18,181

22,063

6

12

LIBRARY BOOKS

ELEMENTARY

221,479

224,443

4

5

JUNIOR HIGH

31,402

32,484

5

7

SENIOR HIGH

71,807

72,553

5

5

SPECIAL SCHOOLS

11,301

13,914

4

8

BOOKS PER PUPIL FOR NEWARK

TEXTBOOKS

1973-1974

1974-1975

20

19.5

LIBRARY BOOKS

5

5

REPORT OF INDIVIDUAL SCHOOLS

SCHOOLS	TOTAL No. TEXTBOOKS		TEXTBOOKS PER PUPIL		TOTAL No. LIBRARY BOOKS		LIBRARY BOOKS PER PUPIL	
	1973-1974	1974-1975	1973-1974	1974-1975	1973-1974	1974-1975	1973-1974	1974-1975
ELEMENTARY								
BINGTON AVENUE	18,017	19,473	21	23.9	3,698	4,089	4.4	5
ALEXANDER STREET	24,745	26,073	21	24.5	4,633	4,989	4	5
ANN STREET	25,939	27,547	24	25	5,760	5,902	5	5
AVON AVENUE	29,307	30,683	33	35.3	5,958	6,427	7	7
ELMONT-RUNYON	23,447	29,072	29	33.5	3,499	3,651	4	4
BERGEN STREET	48,592	50,791	44	46.4	8,217	8,582	7	8
BRAGAW AVENUE	17,063	17,141	18	19.3	3,087	3,419	3	4
BRAGAW AVENUE ANNEX	2,832	3,650	11	12.1	568	587	2	2
BRAGAW-WAINWRIGHT	559	633	7	8	219	235	3	3
ROADWAY	30,146	32,227	29	33.4	INCLUDED WITH JUNIOR HIGH			
BURNET STREET	17,069	17,762	21	23	2,865	3,070	4	4
CAMDEN STREET	25,076	27,863	20	24	4,979	5,240	4	4
CAMDEN STREET MIDDLE	11,758	16,246	10	13	8,250	9,154	6.8	7
CANCELLOR AVENUE	15,084	17,245	11	12.6	5,912	6,864	4	5
CANCELLOR AVENUE ANNEX	6,707	7,431	15	16.7	817	976	2	2
CHARLTON STREET	20,947	22,772	23	27	3,860	3,130	4	4

SCHOOLS	TOTAL No. TEXTBOOKS		TEXTBOOKS PER PUPIL		TOTAL No. LIBRARY BOOKS		LIBRARY BOOKS PER PUPIL	
	1973-1974	1974-1975	1973-1974	1974-1975	1973-1974	1974-1975	1973-1974	1974-1975
LEVELAND	2,133	2,133	3	3	5,154	5,540	6.5	7
CLINTON AVENUE	13,958	14,659	25	27	4,749	4,720	8.2	9
AYTON STREET	24,343	25,322	17	19	3,743	4,094	3	3
IGHTEENTH AVENUE	14,338	13,727	19	20	5,185	5,121	7	7
ELLIOTT STREET	16,951	20,805	21	24	2,032	3,071	2.5	3
FIFTEENTH AVENUE	15,848	17,690	15	19	3,393	4,262	4	5
FIRST AVENUE	8,680	8,687	15	15	1,905	2,033	3.3	3
FOURTEENTH AVENUE	12,011	12,464	19	24	3,879	3,707	6	7
FRANKLIN	25,406	32,151	20	25	4,608	5,338	4	4
BARFIELD	35,017	38,865	25	27	5,124	5,342	4	3
ARRIET TUBMAN	5,699	5,989	10	7	1,590	1,644	3	2
AWKINS STREET	12,535	14,245	14	27	5,183	5,572	6	10
AWKINS STREET ANNEX	2,601	3,418	10	15	22	270	.08	1.1
LAUTHORNE AVENUE AND ANNEX	17,148	16,644	16	15	4,466	4,870	4	4
LAUTHORNE-CLINTON ANNEX	3,573	3,808	22	19	642	752	4	4
ADSON	4,678	5,314	13	15	117	314	.3	.8
FAYETTE STREET AND ANNEX	33,657	39,538	24	27	3,573	4,103	3	3
COLN	16,374	18,844	21	23	2,001	2,486	3	3

SCHOOLS	TOTAL NO. TEXTBOOKS		TEXTBOOKS PER PUPIL		TOTAL NO. LIBRARY BOOKS		LIBRARY BOOKS PER PUPIL	
	1973-1974	1974-1975	1973-1974	1974-1975	1973-1974	1974-1975	1973-1974	1974-1975
ADDISON	25,896	25,693	19	19	8,165	9,377	6	7
APPLE AVENUE	16,430	19,300	18	20	2,379	3,013	3	3
APPLE AVENUE ANNEX	7,189	8,170	15	18	1,638	2,127	3.5	5
APPLE LYONS ANNEX	4,529	3,090	9	6	790	504	1.5	2
MARCUS GARVEY	25,984	19,697	60	51	2,508	2,905	6	7
MARTIN LUTHER KING JR.	34,568	36,378	29	27	7,620	7,695	7	6
McKINLEY	15,649	17,823	10	14	6,115	6,209	4	5
MILLER	43,627	45,400	30	34	3,444	3,940	3	3
MILLER-AVON ANNEX	1,663	1,513	8	8	77	181	.4	.9
MORTON	27,666	27,776	30	35	3,596	4,040	4	5
N. VERNON	25,138	26,976	28	32	3,313	3,799	4	4
NOTON STREET	21,469	23,122	30	28	3,698	3,697	5	4
OLIVER STREET	14,687	15,460	17	18	3,167	3,432	4	4
ORSHINE AVENUE	36,268	38,999	23	26	4,889	5,270	3	3
OUTMAN STREET	18,224	19,222	11	14	5,825	5,998	3.4	4
OUTMAN ANNEX		580		1		81		.1
OLIVE STREET	9,040	8,690	18	14	2,591	2,761	5	4
ORTO CLEMENTE AND ANNEX I	30,920	29,382	32	27	4,474	4,367	5	4.4
ORTO CLEMENTE-- MT. PLEASANT ANNEX II	1,244	5,018	3	9	941	650	2	1.2

SCHOOLS	TOTAL NO. TEXTBOOKS		TEXTBOOKS PER PUPIL		TOTAL NO. LIBRARY BOOKS		LIBRARY BOOKS PER PUPIL	
	1973-1974	1974-1975	1973-1974	1974-1975	1973-1974	1974-1975	1973-1974	1974-1975
OSA PARKS	7,506	7,708	18	21	2,751	2,865	6	8
ROSEVILLE AVENUE & ANNEX	3,015	3,135	6	9	1,842	1,896	4	5
SOUTH STREET	5,937	6,837	12	13	1,098	1,270	2.3	2
SOUTH SEVENTEENTH STREET	21,418	16,023	17	11	5,058	5,002	4	3
SOUTH SEVENTEENTH ANNEX	1,935	3,668	11	22	194	344	1	2
SOUTH SEVENTH STREET	2,248	2,704	16	23	360	482	3	4
SPEEDWAY AVENUE	7,851	659	29	16	534	659	2	1
SPRINGFIELD AVENUE COMMUNITY	1,708	1,970	6	7	371	604	1	2
SUSSEX AVENUE AND ANNEX	21,490	24,618	23	26	3,909	4,105	4	4
THIRTEENTH AVENUE	37,248	42,221	18	22	17,716	17,412	9	9
WARREN STREET	6,057	7,620	13	18	1,119	2,264	3	5
WILSON AVENUE	13,947	9,070	14	9	4,364	4,644	4.4	5
JUNIOR HIGH SCHOOLS								
BROADWAY	18,453	22,030	8	22	8,814	8,084	2.5	8
CLINTON PLACE	17,526	19,331	14	15	9,022	9,397	7	7
EVENTH AVENUE	7,798	6,565	13	11	2,719	2,833	4.4	5
WEBSTER	11,559	12,716	15	17	3,643	3,960	5	5
EAST KINNEY	23,547	25,022	19	24	7,873	8,210	6.5	8

	TOTAL NO. TEXTBOOKS 1973-1974 1974-1975		TEXTBOOKS PER PUPIL 1973-1974 1974-1975		TOTAL NO. LIBRARY BOOKS 1973-1974 1974-1975		LIBRARY BOOKS PER PUPIL 1973-1974 1974-1975	
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SENIOR HIGH SCHOOLS

ARTS	14,146	15,078	20	21	4,715	4,736	7	7
BARRINGER	33,567	33,200	13	12	12,896	12,570	5	5
CENTRAL	17,571	20,606	14	17	5,199	5,105	4	4
EAST SIDE	34,639	23,162	18	11	8,914	8,630	5	4
MALCOLM X SHABAZZ	18,179	18,062	10	10	10,895	11,033	6	6
NEWARK EVENING	10,065	9,346	11	11	3,533	3,694	4	4
VAILSBURG	30,557	32,873	22	23	6,035	6,227	4	4
WEEQUAHIC	47,486	35,202	21	15	7,926	8,141	4	3.4
WEST SIDE	21,620	22,071	16	15	10,659	11,088	8	7
EDUCATION CENTER FOR YOUTH	4,272	4,249	41	45	1,035	1,729	10	18

SPECIAL SCHOOLS

ALYEA STREET	NO REPORT	932	17	17	NO REPORT	416	8	7
ARLINGTON AVENUE	1,097	1,352	10	11	928	682	6	6
BOYLAN STREET	2,985	3,514	23	25	1,478	1,602	11	11
BRANCH BROOK	1,255	1,375	11	11	1,407	1,440	12	12
BRUCE STREET	1,776	1,826	18	23	1,277	1,215	13	13
CHESTNUT STREET	3,835	3,164	40	31	1,063	1,037	11	11
HELEN KELLER	1,440	1,770	19	25	419	510	6	7

SCHOOLS	TOTAL No. TEXTBOOKS		TEXTBOOKS PER PUPIL		TOTAL No. LIBRARY BOOKS		LIBRARY BOOKS PER PUPIL	
	1973-1974	1974-1975	1973-1974	1974-1975	1973-1974	1974-1975	1973-1974	1974-1975
JOHN F. KENNEDY	819	889	3	3	309	340	1	1
MONTGOMERY STREET	4,258		6		4,116		6	
WICKLIFFE STREET	809		26		304		10	
WOODLAND AVENUE	<u>NO REPORT</u>	854		14	<u>NO REPORT</u>	235		4

SCHOOL LIBRARY SERVICES
Nonpublic State Aid District Loaned Textbooks
ANNUAL REPORT
1975

Summary of Activities

In January 1975 I was assigned to assist the Textbook Coordinator in handling this state mandated program wherein Newark resident students attending nonpublic schools are allotted \$15.00 per student for the purchase of textbooks. Full responsibility for implementing the program at Bureau level was assigned to me on February 10, 1975.

District loaned textbooks as a Board of Education project was launched before policy or work procedures had been developed at the administrative level. In order to set up efficient methods for examining and processing the request forms and textbook title summaries within the State mandate and guidelines, many conferences and consultations were necessary.

Conference and consultation visits were arranged with Mr. William T. Searle at the State Department of Education in Trenton and Brother Benedict, Assistant Superintendent of Schools for the Newark Archdiocese. Telephone calls and letters to other school districts for information on implementation procedures were daily routine for a while. Discussions with Board of Education staff earlier involved with the program finally resulted in enough information and clarification of the fine details of the law to enable me to draft letters, forms, suggested guidelines and memoranda to instruct the nonpublic schools on how to submit request for loaned textbooks.

Mr. Anthony DeFranco, Assistant Secretary of the Board of Education, Mrs. Rossia Smith, Director, of Purchasing Division and Mrs. Barbara McPherson, principal clerk, Purchasing Division were extremely valuable in guiding me through the framework of general Board policy and procedures.

Principals and parents of Newark resident students were in constant telephone communication, questioning what was being done and what progress was being made in the program.

The first set of requests were sent to Purchasing Division in March, and by June 183, 1974 and 1975 sets of requests for textbook loan for over 20,000 Newark students attending 100 nonpublic schools were processed and sent to Purchasing Division.

Circulation of Board of Education Procedures, now in draft form, to Newark Archdiocese staff and Board of Education personnel concerned should prevent the confusion and indecision which delayed the implementation of the program at the Bureau level.

2

Other assignments completed or worked on were a basic library skills packet for grades 9-12 and the examination of blueprints/floor planes for new/renovated school library media centers.

In process is an instructional packet containing a checklist of basic library skills, a list of textbooks on the Price List, 1975 covering library media skills, AV materials available at the Audiovisual Center or recommended for purchase, and a sample lesson plan based on behavioral objectives. In this connection, new AV materials on basic library skills were previewed by librarians at State Street and at the Bureau. It is hoped that this type of joint action can continue.

A Conference visit with the librarian at Arts High School and a consultation with the architect, Bureau director and Arts High School librarian resulted in recommendations for non-structural changes and additions for the school library media center at that school. The plans for Malcolm X Shabazz media center were also examined and necessary changes and additions were suggested.

Marilyn B. Harris
Marilyn B. Harris
Librarian

6/24/75

ANNUAL REPORT
1974-1975

AUDIOVISUAL BUREAU

I. OBJECTIVES OF THE PROGRAM

Learning is not a simple process. Much more is involved than observing, reading, being told or memorizing. The learner must identify himself with what is being learned and must understand. In many cases, students are more responsive and ready to learn from a voice over a record or radio, or the images projected on a screen. In fact, research has proven that people do learn more thoroughly and effectively with the aid of audiovisual materials.

The first step toward academic attainment is to provide the finest materials and in sufficient quantities as possible. This will assure as much as possible the highest probability that each student will achieve to the maximum of his capabilities.

The bureau has worked very closely, through the school principals, with the classroom teacher to insure that audiovisual materials are making their maximum contribution to the instructional program. Guidance in utilization for the classroom teacher, the civic club, or the adult discussion group and instruction on the use of audiovisual equipment are two of the major functions of the bureau. Our objectives are quite simple, to help provide better teaching and learning opportunities through the use of a wide range of audiovisual materials.

II. ACTIVITIES OF THE PROGRAM

It is the aim of the audiovisual center to get the very best teaching materials into the hands of the classroom teacher. A promising development this year was the first inservice course sponsored by the board of education that dealt with evaluation of audiovisual materials. However, the group just scratched the surface because there are so many excellent materials available. For several years the center has tried to develop the video tape service but, until recently our efforts were somewhat ineffectual due to the lack of personnel. Beginning in September we received the needed help and the center was then able to answer specific questions quickly and efficiently, substantuating the need for a viable and effective service.

For the coming year we had drawn up some meaningful video programs, however, the economics of the town changed all of that.

Close contact is maintained by the audiovisual center with the schools in an effort to solve problems arising from the use of audiovisual equipment and materials. Supplementing the board sponsored inservice course that is given each year, several hundred lessons on the operation of audiovisual equipment was given during the 1974-1975 school year. The way teachers at Madison Elementary School received the two day workshop (comments attached) explains the success of the program. Two day workshops were also held at Broadway Elementary and at Bruce St. School, Other schools were visited and given instructions but on a smaller scale.

This year for the first time in the history of the bureau we had a trainee assigned to us from the University of Massachusetts. We established the following criteria (1) the intern was to work full time during the months of January and February. (2) the intern was to have the opportunity to perform tasks or projects which involved administrative and related skills. (3) the intern was to have the opportunity to acquire knowledge of the overall operations. (4) the intern was to provide service to the audiovisual center. I consider that the above mentioned criteria were met. Mr. White rendered invaluable service to the bureau while serving his internship.

III RECOMMENDATIONS

There is a constant need for assistance in selecting commercially produced materials. How to evaluate such materials and how to cope with the flood of materials available is a problem that often seems near the panic level. A promising development this year was the first inservice course that dealt with evaluation of audiovisual materials. It is highly desirable that this course be repeated again soon.

Due to the demands made upon the bureau in helping schools with their audiovisual program we find it necessary to ask that better facilities for faster, more effective repair service be initiated immediately. We urgently need two repair men so that prompt servicing of school equipment becomes a reality.

Most schools need far more audiovisual equipment than they now have. State Street's budget should provide for a sufficient reserve supply of machines so that a substitute could always be sent out on loan the moment a machine breaks down or was reported missing.

Our statistics for this school year shows a drop of more than 2,000 films as compared to last year. This is our most popular item; there is a similar decline in other items. This decrease is traceable directly to our inability to get the films to the teachers. The functions of an audiovisual bureau is based on service-service implies the supplying of a demand, the success of the service depends upon how well the demand is met. The delivery of audiovisual materials and equipment to schools this past year was a dismal failure. The teachers could not plan programs with any assurance of receiving their materials. On days that checks are delivered to schools we had no driver, therefore, no delivery that day. Our delivery service has been in jeopardy ever since we have had to depend on motor pool.

This matter was discussed with Dr. Ashby; he seems to think that we should use courier service because it is fast and efficient. This is not practical for our operation. Some of this equipment is very heavy and requires two men. What Dr. Ashby does not seem to understand is that we don't need speed. What we need is just an old fashioned truck driver and helper. Perhaps somewhere somehow someone can get him to understand the situation. Essentially he is trying to project into the situation what he thinks should happen, not what is happening.

I would like to list what I consider the four greatest deterrents to the growth of audiovisual education in Newark.

1. Lack of general acceptance by the top administrators.
2. Lack of space to house and carry on the activities that this bureau should.
3. Lack of sufficient funds for equipment.
4. Lack of qualified staff (professional).

COMMENTS ON WORKSHOP - MADISON SCHOOL

- Shirley E. Washington - The workshop was very interesting. This workshop could be repeated every so often to keep the teachers aware of new equipment to aid in the classroom
- Lillian Walton - Workshop was good. I was able to learn certain things about machines.
- Sally Parsons - This workshop is very helpful.
- Marie Liggins - This workshop was worthwhile. I was able to understand on A.V. machine I had trouble using. More workshops should be held at different times during the year
- Vivian Page - The workshop was very well organized and educational.
- Viola Clark - This workshop has been helpful to me because I was unsure or a little afraid to use the equipment, now I am not.
- Anne Marie Volpe - Have used head sets with success. Learned how to thread a movie projector - finally! Interested in using 8mm loop.
- E. Alfano - This workshop is very helpful. We should have more.
- Harold Dodds - Very helpful-More knowledge of materials available with machines. There should be more sessions as new machines and materials are added.
- Howard Cook- This was an excellent session. I learned a great deal and I feel that there should be more of these sessions, in order for us to keep abreast of the latest equipment.
- Alice M. Lester - I would like to see the Kdg. use the Listen station and the tape recorder. The workshop was very interesting. We should have it more often,
- B. Strother - Very interesting workshop. I think it should be done each year, but only for teachers who are not familiar with the equipment. When a new piece of equipment comes out, it should be specified on a special sheet so that the teachers who are interested and who will have use for the machines could sign up for a demonstration.
- A.J. Wittenborn - Earphones: Use sandwich wrap bags for sanitary reason.
- Marion Robinson - Although familiar with A.V. equipment exhibited except the lamp projector, it was a reminder of A.V. available for use, which I believe is an aid to the teacher and student in reaching a goal.
- Ruby Walden - A very interesting workshop. We should have it more often. I would like to see the Listen Post used in the kdg. class, working with small groups.
- M. Taylor - Although most machines were applicable to small groups listening stations- which I cannot really see as immediately practical for me; it was useful to get additional tips and practice on threading projector - which I frequently have difficulty with.
- Stephanie Randolph - Beneficial workshop. Good to know there is help available to teachers.
- Gloria Banks - The A-V workshop was a worthwhile venture. We should have more.

Aline Jones - I think the tape recorder would be nice in kdg. The child could hear his voice. The listen station would be nice also for kdg.

Maryann Antoniadis - This was a very educational experience and a sound way of updating teacher to all the latest audiovisual devices.

Mays - I'm doing my Jr. Practice teachine here at Madison. I really enjoyed the workshop, especially since most kids like A-V equipment. It also helps the teacher in many ways.

J. Matthews - Most of the visual aids are very helpful, but most of the teachers do not know how to use them. More time should be allowed for use of them.

Sarah Joyner - The workshop was very helpful. Now I can use more of the AVA materials in the classroom.

Selma L. Warshawsky - Teach English to Spanish speaking children.

Rosina Zetlin - I found the workshop to be very helpful and worthwhile. Some very good ideas.

H. Cornish - helpful espically information on listening station, also friendly attitude in presenting a-v equipment. Definitely a profitable experience.

Marlene Spitalny - very helpful.

Ruby Mosely - These machines will be helpful in many ways to strenthen the children's learning disabilities.

Mrs. Edwards - I found the workshop to be most informative. I have acquired new ideas that will be useful in the classroom.

Gladys Davis - Very interesting; good teaching; enjoyed it very much. I must come again.

Mrs. Mildred Davis - Thank you! At last I really know how to thread the 16mm machine.

B. Trubenback - Very informative and useful.

Joan Ames - Very helpful - enough time and space to work with machines.

Jerotha Aiken - The different kinds of machines I have seen in this workshop are excellent. When I have my own classroom this workshop has given me good ideas and how to use the machines. Every school should get these.

Barbara Sniezek - very informative.

Jackson - The presentation was interesting.

Mrs. Tiller - I need morning training in operating the 16mm filmstrip projector. Very good demonstration; very beneficial.

M. Wolker - Need more practice in using aids.

Evelyn D. Simpson - It was very nic. I think I learned how to thread the projector.

Patrice Tamburro - Very good demonstration. I learned about many things that were available, that I previously knew nothing of.

Rosemarie Dodds - I thought this workshop was interesting & informative.

Barbar L. Kalb - Much better because everything was explained and ~~shown~~ shown in unrushed manner. Gentleman very helpful.

Mrs. Geneva Davis - I really enjoyed the workshop. It was interesting.

Wilma Pomerantz - I found that all - or almost all - of the equipment I could possibly use in my room was fully explained.

Betty J. Edmondson - Workshop- quite beneficial! Should have at least 2 a year (Also other machines-controlled reader, etc.)

Georgine J. Carton - A-V are an important supplement to classroom ed. & should be explained and demonstrated to all teachers. I found the workshop interesting and necessary,

Mrs. Dorothy Turner - no comments

Ruth Goodman - Very helpful. Like the way workshop was organized.

Eva L. Johnson - Would like to have seen the opaque projector

Mrs. Beulah Thomas - Very please

Leslie Silverman - Not enough machinery here. Different types of overhead projector, overhead projector, tachistoscope, language master not given - we would like the types of machines we aren't familiar with to be shown. Staff was pleasant, friendly and willing to help.

Edith Kupperman - Finally - set up the movie projector by myself. Hope I did learn. Have borrowed listening station set.

Mrs. Tommie Coleman - Each person should have an opportunity to operate each machine at least once to become familiar with the operation.

Miss Mary Meacham - Good - reinforcement; good feedback, give the child active to see in on screen

Miss Ora Caldwell - Very informative and concise.

Mrs. Dorothy M. Jones - no comments

DEPARTMENT OF LIBRARIES AND AUDIOVISUAL EDUCATION

Date June 25, 1975

AUDIOVISUAL STATISTICS FOR <u>July, 1974-June, 1975</u>	<u>1975</u>	<u>1974</u>
Number of filmstrips sent to schools	<u>5,421</u>	<u>5,439</u>
Number of 16mm films sent to schools	<u>14,555</u>	<u>18,386</u>
Number of 8mm film loops sent to schools	<u>7</u>	<u>7</u>
Number of recordings sent to schools	<u>1,402</u>	<u>1,353</u>
Number of tapes sent to schools	<u>26</u>	<u>46</u>
Number of cassettes sent to schools	<u>98</u>	<u>20</u>
Number of transparencies sent to schools	<u>344</u>	<u>197</u>
Number of slides sent to schools	<u>464</u>	<u>379</u>
Total No. of A-V materials lent	<u>22,314</u>	<u>25,871</u>
Number of lessons	<u>317</u>	<u>129</u>
Number of materials evaluated	<u>247</u>	<u>195</u>

SCHOOL	NO. OF TEACHERS ORDERING		LARGEST ORDER FROM		FILMS	STRIPS	RECORDS	TAPES	TRANS.	CAS.	SLIDES	LOOPS
	TEACHERS ORDERING	ORDERS RECEIVED	TEACHER	ORDER								
Abington	16	96	16	206	121	49	-	-	-	-	-	-
Adult Lrng. Cntr.	1	21	21	124	-	-	-	-	-	-	-	-
Alexander	15	49	8	23	99	10	-	-	-	-	-	-
Alyea St.	7	32	12	45	67	4	-	-	-	-	-	-
Ann St.	28	180	18	307	293	19	-	69	-	-	-	-
Arlington	2	14	12	29	-	-	-	-	-	-	-	-
Arts High	14	18	2	48	2	1	-	-	-	-	-	-
Avon Ave.	7	38	12	139	5	3	-	-	-	-	-	-
Barringer	49	201	15	573	43	19	2	-	-	-	-	-
Belmont-Runyon	5	19	5	19	64	9	-	-	15	62	4	-
Bergen St.	18	97	11	200	88	41	-	-	9	-	-	-
Boylan St.	10	75	12	211	108	39	-	-	-	-	-	-
Bragaw Ave.	3	2	2	4	7	-	-	-	-	-	-	-
Bragaw Annex #1	10	51	9	49	98	13	-	-	-	-	-	-
Bragaw Annex #2	3	14	6	43	16	9	-	-	-	-	-	-
Branch Brook	15	84	14	180	79	2	-	-	-	-	-	-
Broadway Elem.	21	59	8	55	57	16	-	-	-	-	-	-
Broadway Jr.	8	29	6	79	32	7	-	-	-	-	-	-
Bruce St.	16	74	12	217	26	12	-	-	-	-	-	-
Burnet St.	8	13	3	13	19	6	-	-	-	-	-	-
Camden St.	7	8	1	43	2	-	-	-	-	-	-	-

NO. OF LARGEST
TEACHERS ORDERS ORDER FROM
ORDERING RECEIVED 1 TEACHER
STATISTICAL REPORT 1974-75
FILMS STRIPS RECORDS TAPES TRANS. CAS. SLIDES LOOPS

SCHOOL	42	149	25	298	226	71	2	-	3	-	-
Camden Middle	42	149	25	298	226	71	2	-	3	-	-
Central High	6	11	2	21	7	3	-	-	-	-	-
Chancellor Ave.	12	21	4	7	38	9	-	-	-	-	-
Chancellor Annex	6	16	6	22	26	10	-	-	-	-	-
Charlton St.	6	33	8	64	25	12	-	-	9	-	-
Chestnut St.	6	21	4	46	20	5	3	-	3	-	-
Cleveland	11	65	24	189	9	13	1	-	-	-	-
Clinton Ave.	8	23	3	96	41	1	-	-	46	-	-
Clinton Place Jr.	20	52	5	137	18	17	-	-	-	-	-
Dayton St.	10	23	4	55	18	3	-	-	-	-	-
East Side	24	64	5	136	12	6	-	-	-	-	-
18th Avenue	10	49	8	117	27	-	-	-	-	-	-
Elliott St.	12	28	8	58	38	9	-	-	5	-	-
15th Avenue	21	97	14	133	105	2	-	-	-	-	-
1st Avenue	17	83	14	268	44	10	4	-	-	-	-
14th Avenue	9	48	19	191	40	10	-	-	-	-	-
Franklin	22	66	20	199	35	19	-	-	2	-	-
Garfield	19	62	12	124	51	17	1	26	-	-	-
Harriet Tubman	2	6	3	10	5	-	-	-	-	-	-
Hawkins	15	61	12	130	71	18	-	-	-	-	-
Hawkins Annex	3	7	3	-	13	4	-	-	-	-	-

NO. OF LARGEST		STATISTICAL REPORT		1974-75	
TEACHERS ORDERS	ORDER FROM				
ORDERING RECEIVED	1 TEACHER	FILMS STRIPS RECORDS	TAPES	TRANS.	CAS.
SCHOOL		SLIDES LOOPS			

Hawthorne	11	56	10	135	69	6	-	-	3	-	-
Hawthorne Annex	2	3	2	-	8	-	-	-	-	-	-
Hawthorne Clinton	10	73	13	164	146	47	-	-	-	-	-
Helen Keller	9	24	5	23	37	3	-	-	-	-	-
Hudson St.	9	65	11	124	72	6	-	-	-	-	-
Ironbound Comm.	1	16	16	75	31	28	1	-	4	-	-
J. F. K.	10	24	6	70	16	8	-	-	-	-	-
Lafayette St.	20	88	14	245	44	2	-	-	-	-	-
Lafayette Annex	1	23	17	82	-	-	-	-	-	-	-
Lincoln	16	47	11	120	76	13	-	-	-	-	-
McKinley	22	116	17	341	65	14	-	-	-	-	-
Madison Ave.	27	174	34	446	62	8	-	-	2	-	-
Malcolm X.	12	33	6	89	19	4	-	-	-	-	-
Maple Ave.	7	16	5	34	10	2	-	-	-	-	-
Maple Annex	7	24	3	31	27	1	-	-	-	-	-
Maple Lyons	9	21	5	76	13	6	-	-	-	-	-
Marcus Garvey	15	70	12	148	173	41	-	-	9	-	-
Mt. L. K.	12	58	13	186	10	-	-	-	-	-	-
Miller Avon	9	40	11	134	59	14	-	-	-	-	-
Miller St.	23	124	18	263	80	18	-	-	-	-	-
Montgomery St.	7	20	5	55	23	11	-	-	-	-	-
Morton St.	12	113	20	210	122	69	-	-	-	-	-

SCHOOL	NO. OF TEACHERS ORDERED		LARGEST ORDER FROM		STATISTICAL REPORT 1974-75								
	TEACHERS ORDERING	RECEIVED	1	TEACHER	FILMS	STRIPS	RECORDS	TAPES	TRANS.	CAS.	SLIDES	LOOPS	
Mt. Pleasant	13	46	17	2	93	10	-	-	3	-	-	-	
Mt. Vernon	9	105	21	370	56	34	-	12	-	-	-	-	
Newark Eve. High	3	3	1	2	-	4	-	-	-	-	-	-	
Newton St.	10	53	22	152	56	1	-	-	-	-	-	-	
Oliver St.	25	43	9	155	242	72	-	-	-	-	-	-	
Peshine Ave.	6	23	8	106	8	4	1	-	-	-	-	-	
Quitman Annex	5	33	15	97	12	8	-	-	-	-	-	-	
Quitman St.	26	76	18	452	31	6	-	-	-	-	-	-	
Ridge St.	13	59	8	118	65	6	-	-	-	-	-	-	
Roberto Clemente	11	30	7	94	12	5	-	-	-	-	-	-	
Rosa L. Parks	5	12	3	8	19	8	-	-	-	-	-	-	
Roseville	3	7	2	13	3	-	-	-	-	-	-	-	
7th Avenue Jr.	16	58	8	167	54	10	-	-	-	-	-	-	
South 7th St.	6	22	8	54	27	6	-	-	-	-	-	-	
South 17th St. Annex	5	14	4	39	51	1	-	-	-	-	-	-	
South 17th St.	19	64	11	205	87	16	2	-	-	-	-	-	
South St.	16	73	7	162	163	67	-	-	3	-	-	-	
Speedway	13	57	8	126	49	6	3	-	5	-	-	-	
Springfield Comm.	10	25	7	58	45	14	-	23	-	-	-	-	
Sussex Ave.	7	15	3	25	10	6	-	-	-	-	-	-	
13th Ave.	18	64	9	179	34	5	-	-	-	-	-	-	

SCHOOL	NO. OF LARGEST										
	TEACHERS ORDERING	ORDERS RECEIVED	ORDER FROM 1	TEACHER	FILMS	STRIPS	RECORDS	TAPES	TRANS.	CAS.	SLIDES
Vailsburg	23	111	10	347	59	20	12	-	9	96	-
Warren St.	17	98	16	249	90	11	-	-	-	-	-
Webster	16	42	10	54	53	13	-	-	6	-	-
Weequahic High	35	181	21	616	122	15	-	-	4	-	-
West Kinney Jr.	35	123	12	337	23	12	-	-	-	-	-
West Side High	37	134	13	390	87	28	-	-	-	-	1
Wilson	26	181	18	506	171	12	-	-	-	-	-
Miscellaneous-----				1,678	147	185	-	-	3	-	-
TOTALS	1,223	5,139	958	14,720	5,126	1,384	32	176	94	158	8

ANNUAL REPORT (1974-1975)

RADIO - T V

A RADIO (WBGO-FM)

I QUOTE FROM THE 1973-1974 REPORT: "THE PROGRAM GUIDE WAS NOT FULLY DELIVERED TO ALL OF THE SCHOOLS UNTIL DECEMBER"

I STATE IN THIS 1974-1975 REPORT: THE PROGRAM GUIDE FOR 1974-1975 WAS NOT DELIVERED AT ALL, TO ANY SCHOOL OR TO ANY PERSON UNTIL FEBRUARY 1975!

I QUOTE ONE SCHOOL RETURNING THE 1974-1975 QUESTIONNAIRE ON UTILIZATION: "THIS YEAR HAS BEEN A POOR WBGO YEAR MOSTLY BECAUSE THE PROGRAM GUIDE WAS SO LATE IN COMING OUT. PEOPLE COMPLAINED THEY COULDN'T USE WBGO BECAUSE OF THIS AND NOW THEY'RE NOT ACCUSTOMED TO USING IT FROM SEPT. SO THE ENTHUSIASM ISN'T THERE."

I TRUST THAT THE PROGRAM GUIDE COPY, ALWAYS COMPLETED AHEAD OF SCHEDULE BY THE STAFF OF THIS STATION WILL BE PROMPTLY EXPEDITED IN THE FUTURE.

THIS YEAR WAS NOTABLE FOR

....AN OHIO STATE AWARD. THE FOLLOWING NARRATIVE WAS SPREAD UPON THE BOARD MINUTES:

"STATION WBGO-FM HAS WON AN OHIO STATE AWARD IN THE 1975 COMPETITION FOR THE PROGRAM "HEADING THE CITY GOVERNMENT" FROM THE SERIES THE PEOPLE ARE THE CITY, WHICH IS BEING CURRENTLY BROADCAST BY THE SCHOOL STATION. OFFICIAL PRESENTATION OF THE AWARD WAS MADE ON MARCH 11, 1975 IN COLUMBUS, OHIO. NORMAN WEISER, PRODUCER OF THE PROGRAM, ACCEPTED THE AWARD, REPRESENTING MISS SCANLON, MANAGER OF WBGO. THE CITATION READS:

"UTILIZING THE RESOURCES OF THE GOVERNMENT OF A MAJOR CITY, THIS PROGRAM DEPICTS THE CITY AS A PERSONAL, LIVING, BREATHING ORGANISM WHOSE CELLS ARE ITS PEOPLE. THE OFFICIALS OF THE CITY ARE INTERVIEWED, CHALLENGED, PROBED FOR SOLUTIONS TO THE CITY'S PROBLEMS. THIS PROGRAM TALKS UP TO THE STUDENT. IT IS AN EXCELLENT LESSON IN CITIZENSHIP. THE CARE AND PLANNING THAT WENT INTO THE PRODUCTION OF THIS PROGRAM ARE EVIDENT FROM THE VERY BEGINNING."

THE OHIO STATE AWARD IS PROBABLY THE MOST COVETED RECOGNITION IN EDUCATIONAL RADIO. IT IS COMPARABLE TO THE OSCAR IN MOTION PICTURES. THIS IS THE FOURTEENTH (14TH) OHIO STATE AWARD RECEIVED BY WBGO-FM."

THIS SERIES ALSO RECEIVED A LETTER OF SPECIAL COMMENDATION FROM THE NEW JERSEY STATE BAR ASSOCIATION.

....THE RENEWAL OF THE LICENSE TO OPERATE WBGO-FM FOR THE NEXT THREE YEARS.

...THE TRAINING OF EIGHT STUDENTS FOR A RADIO OPERATIONAL F.C.C. PERMIT. ONE STUDENT HAS RECEIVED HIS LICENSE; OTHERS ARE READY FOR THE TEST.

....THE INAUGURATION OF EVENING SERVICE TO THE BLIND AND OTHER READING-IMPAIRED PERSONS. THE BOARD GRANTED THE USE OF ITS WBGO FACILITIES TO E I E S (ELECTRONIC INFORMATION AND EDUCATION SERVICE) OF NEW JERSEY FROM 6 TO 9 PM ON TUESDAYS AND THURSDAY EVENINGS.

....THE COMPLETION OF 30 EVENING BROADCASTS BY C H E N (COUNCIL FOR HIGHER EDUCATION IN NEWARK)

....THE FILING OF AN APPLICATION FOR A \$50,000. C.P.B. (CORPORATION FOR PUBLIC BROADCASTING) GRANT TO ASSIST WBGO TO BECOME A FULLY QUALIFIED STATION BROADCASTING 13 HOURS PER DAY, 7 DAYS PER WEEK, 52 WEEKS PER YEAR

(N.B. IN THE OPINION OF THIS WRITER A BROADER AND FIRMER FISCAL BASE ON THE LOCAL

SCENE MIGHT BE NECESSARY TO ATTRACT COMPETITIVELY SO LARGE A GRANT).

....PARTICIPATION IN AN ANTI-DRUG ABUSE SLOGAN CONTEST FOR RADIO THROUGHOUT THE CITY.

....WBGO AT THE AIRPORT BROADCASTING THROUGH THE VOICE OF COL. KING THE LIFT SUPPLIED BY CORRECT ENGLISH.

....A CENTRAL HIGH SCHOOL POETRY SPECIAL EVOLVING FROM A CAREER DAY VISIT TO THE CLASS CONCERNED, BY THE SUPERVISOR.

....THE BOY WHO GAVE UP A TRIP TO ASBURY PARK TO TAKE PART IN THE ALL STAR NEWSBEAT PROGRAM AND THE TWO HANDICAPPED BRANCH BROOKERS WHO LABORED UP AND DOWN FOUR FLIGHTS FOR THE SAME PROGRAM RATHER THAN ACCEPT THEIR CERTIFICATES BY MAIL.

....THE FIRST SPECIAL EDUCATION SPELLDOWN

....THE HIGH SCHOOL GIRL INVITED BY A PROMINENT GUEST ON NEWARK NOW TO FURTHER EXPLORE HER CLEAN-THE-CITY IDEA EXPRESSED DURING THE PROGRAM.

....THOROUGH GOING UTILIZATION OF WBGO BY TAPE AND CASSETTE IN BARRINGER HIGH SCHOOL

....IMPLEMENTATION OF CERTAIN CURRICULUM GUIDES THROUGH WBGO PROGRAMMING:

GUIDE

SERIES

LIVING TOGETHER IN NEWARK
ECOLOGY
FAMILY LIVING
THIS IS ONE NEIGHBORHOOD YOU CAN'T
MOVE OUT OF

NEWARK WE LIVE HERE
CREATURES IN DANGER
IT TAKES A HEAP O' LIVIN' TO MAKE A HOUSE
A HOME.

(PROJECTED SERIES)

....THE PERENNIAL WBGO CITY WORKSHOP SHARPENING THEIR SKILLS ON THE WRITING PRODUCTION AND TAPING OF EDUCATIONAL "COMMERCIALS".

....OUR FIRST STUDENT INTERNE (FROM SWAS) LEARNING THE TRADE DURING THE SUMMER 1974 BROADCASTS.

....THE PERCEPTION THAT LITERATURE IS LIFE BY NEWLY ORGANIZED IN-SCHOOL (SCIENCE H.S.) PLAY ANALYSES WORKSHOP TAUGHT BY A WBGO STAFF MEMBER.

....THE COMPLETION OF ALL SERIES WHOSE INAUGURATION WAS REPORTED IN THE 1973-1974 REPORT PLUS A GALAXY OF SPECIALS, A MUSHROOMING OF EXPERIMENTATION IN OUR SCHOOLS TODAY, CLOSE UTILIZATION STUDY THROUGH STAFF VISITS IN SEPTEMBER AND AUDITS THROUGHOUT THE YEAR.

THESE PROGRAMS, SOME OF THEM PREVIEWED IN JUNE PROGRAM PARADE 1975, ARE IN PRODUCTION FOR 1975-1976.

MR. ESL AND HIS FRIENDS

AN EXCITING SERIES OF DRAMATIZATIONS BY E.S.L. AND BILINGUAL PERSONNEL.

YOUR HOST: ARTS HIGH SCHOOL

CAN A HIGH SCHOOL RUN A WEEKLY SERIES ON ITS OWN?

CURRICULUM NOTES-ON-THE-AIR

A MONTHLY REPORT FEATURING DIRECTORS AND CURRICULUM SPECIALISTS

MATH POWER

A WHIZ BANG SERIES FROM CURRICULUM.

MUSEUM CONCERTS

A CULTURAL HANDCLASP WITH A FRIENDLY NEIGHBOR.

THE DUKE, THE COUNT AND THE KING

THE OTHER NAMES ARE ELLINGTON, BASIE AND GOODMAN.

.... AND WATCH FOR

MS: THE FIGHT FOR WOMEN'S RIGHTS
LISTEN TO YOUR FEELINGS
TOOLS I - TO HELP IN DECISION MAKING

PROGRAM AFTER PROGRAM

ON
AMERICANA
HIGHLIGHTING THE
BICENTENNIAL YEAR

A WORD ABOUT THE ATTACHMENTS FOLLOWS:

STATISTICAL REPORT

THE STATISTICAL REPORT IS A SUMMARY OF THE MONTHLY REPORTS CONTRIBUTED TO THE AGENDA THROUGHOUT THE BROADCAST YEAR.

IT DOES NOT INCLUDE THE
JUNE PROGRAM PARADE
OR
SUMMER BROADCASTS

THE POST-SEASON JUNE BROADCASTS INSTITUTED AS A PREVIEWING DEVICE AND AS AN EXTENSION OF THE BROADCAST SERVICE ADDED 375 15-MINUTE BROADCAST UNITS.

THE SUMMER SCHEDULE CONTINUED FOR SIX WEEKS ADDING 600 15-MINUTE BROADCAST SEGMENTS. ONE A DAY (TOTALLING 30) PRODUCTIONS WERE LIVE, PUBLIC RELATIONS REPORTS ON THE VARIOUS SUMMER ACTIVITIES OF THE BOARD OF EDUCATION, SOME DONE IN PART BY THE STUDENT INTERNE FROM SWAS WHOM THE SUPERVISOR TRAINED.

UTILIZATION REPORT

THE UTILIZATION REPORT REVEALS 2,874 CLASSES REPORTED LISTENING DURING THE FALL TERM AND 2,506 CLASSES REPORTED LISTENING DURING THE SPRING TERM. I MUST ADMIT THAT THIS IS A CREDITABLE REPORT BUT HERE IS AN INTERESTING STATISTIC. TWENTY-ONE (21) SCHOOLS FAILED TO REPORT. I HAVE RECORDED AS FEW AS THREE NON-REPORTING SCHOOLS. THE AVERAGE IS EIGHT (8). I ATTRIBUTE THIS SITUATION TO THE DEPLORABLE LATENESS WITH THE WRITER OF THE 1974-1975 PROGRAM GUIDE. (WE DO NOT MEASURE LISTENING IN JUNE OR DURING THE SUMMER) N.B. THE COPY FOR THE 1975-1976 PROGRAM GUIDE WAS DELIVERED TO MISS POLICASTRO ON JUNE , THREE WEEKS AHEAD OF TIME.

THE FOLLOWING DISTINGUISHED GUESTS APPEARED ON BOARD OF EDUCATION RADIO

PROGRAMS:

JOSEPH VANACORE, MANAGER, NEWARK INTERNATIONAL AIRPORT
ROBERT VAN FOSSAN, PRESIDENT, MUTUAL BENEFIT LIFE INSURANCE CO.
ARTHUR M. LOUIS, ASSOCIATE EDITOR, FORTUNE MAGAZINE
MAYOR KENNETH GIBSON
ROBERT NOTTE, EXECUTIVE DIRECTOR, NEWARK HOUSING AUTHORITY
CHARLES R. GREEN, OPERATIONS MANAGER, WNJR
DONALD H. BAGGER, EXECUTIVE DIRECTOR, NEWARK ECONOMIC DEVELOPMENT COMMITTEE
HUBERT WILLIAMS, DIRECTOR, NEWARK POLICE DEPARTMENT
JOHN P. CAUFIELD, DIRECTOR, NEWARK FIRE DEPARTMENT
DERWOOD HALL, MANAGER, PORT AUTHORITY MARINE TERMINALS-NEW JERSEY
NATHANIEL WASHINGTON, DIRECTOR, NEWARK PARKS AND RECREATION DEPARTMENT
ALBERT DE ROGATIS, VICE PRESIDENT, PRUDENTIAL INSURANCE COMPANY
STANLEY TAYLOR, SUPERINTENDENT OF SCHOOLS, NEWARK
PROFESSOR RAPHAEL J. CAPRIO, DIRECTOR OF THE URBAN STUDIES DEPARTMENT AT
RUTGERS-NEWARK
EARL HARRIS, PRESIDENT, CITY COUNCIL
MARIE VILLANI, COUNCILWOMAN, NEWARK
SHARPE JAMES, COUNCILMAN, NEWARK
MILTON GOODMAN, COMPLAINTS PROCESSING OFFICER, DIVISION OF INSPECTIONS,
NEWARK DEPT. OF HEALTH AND WELFARE
DOUGLAS CANNON, CHIEF OF HOUSING MANAGEMENT, NEWARK HOUSING AUTHORITY
CAPTAIN JOHN P. CAROLAN, COMMANDING OFFICER, MOBILE BUREAU, NEWARK POLICE
DEPARTMENT'S TRAFFIC DIVISION
MICHAEL MALANGA, ADMINISTRATIVE ANALYST, NEWARK DEPT. OF PUBLIC WORKS
ISAAC THOMAS, EXECUTIVE DIRECTOR, NEWARK PARKING AUTHORITY
THOMAS EWING, SUPERINTENDENT OF WATER DISTRIBUTION, DIVISION OF WATER SUPPLY,
NEWARK DEPT. OF PUBLIC WORKS
ROY BYRNE, ASSISTANT MANAGER, A & P SUPERMARKET (496 CENTRAL AVENUE)
FIVE OF HIS EMPLOYEES (NAMES NOT GIVEN)
BERNITA STANLEY, MEDICAL CARE ADMINISTRATOR, COMMUNITY AND PUBLIC HEALTH
SERVICES, DIVISION OF HEALTH, NEWARK DEPT. OF HEALTH AND WELFARE
MUNICIPAL COURT JUDGE, GOLDEN E. JOHNSON
DEPUTY CHIEF JAMES O'DEIRNE, PLANNING AND RESEARCH, NEWARK FIRE DEPT.
CAPTAIN JOHN VALENT, PLANNING AND RESEARCH, NEWARK FIRE DEPT.
JULIO A. QUINONES, MEMBER OF THE NEWARK BOARD OF EDUCATION
DR. J. HARRY SMITH, PRESIDENT, ESSEX COUNTY COLLEGE
DOUGLAS ELDRIDGE, EDITOR OF "INFORMATION," THE CITY GOVERNMENT'S NEWSPAPER
BERNARD MOORE, COMMUNICATIONS DIRECTOR, OFFICE OF THE MAYOR
SAMUEL C. MILLER, DIRECTOR, NEWARK MUSEUM
J. BERNARD SCHEIN, DIRECTOR, NEWARK PUBLIC LIBRARY
DAVID S. RINSKY, PRESIDENT, GREATER NEWARK CHAMBER OF COMMERCE
ARTHUR JONES, EXECUTIVE DIRECTOR, NEWARK'S COMPREHENSIVE MANPOWER DELIVERY
SYSTEM
AUDREY H. MASSIAH, DIRECTOR, DIVISION OF WELFARE, NEWARK DEPT. OF HEALTH
AND WELFARE
JOHN J. GREXA, DIRECTOR, NEWARK DEPT. OF FINANCE
LUCILLE DICKINSON, ASSISTANT BUDGET OFFICER, DIVISION OF BUDGET, NEWARK
DEPT. OF ADMINISTRATION
WILBERT ALLEN, REVIEW AND PLANNING OFFICER, MAYOR'S POLICY AND DEVELOPMENT
OFFICE

WBGU WAS REPRESENTED AT THESE EDUCATIONAL MEETINGS:

SEMINAR ON FCC PROCEDURES -HARTFORD CONNECTICUT

N A E B NATIONAL CONVENTION, LAS VEGAS NEVADA

MEETINGS OF RADIO ADVISORY COMMITTEE OF NEW JERSEY, PUBLIC BROADCASTING
AUTHORITY

TITLE I PARENTS' CONFERENCE

DEPARTMENT OF CURRICULUM AND INSTRUCTION MEETING

CURRICULUM NIGHT

NEWARK LIBRARIAN'S ASSOCIATION

ATTACHED IS A STATISTICAL REPORT

B TELEVISION (VIDEOTAPING)

IN-SCHOOL REPORT:

VIDEO-AUDIO SERVICES 1974-75 SCHOOL YEAR

THE BOARD OF EDUCATION TELEVISION AND MEDIA CENTER HAS EXTENDED ITS ESTABLISHED PROGRAM SERVICE AT EIGHTEENTH AVENUE SCHOOL BY PROVIDING VIDEO AND AUDIO MATERIALS TO BOTH STUDENTS AND TEACHERS IN ELEMENTARY, SECONDARY, SPECIAL EDUCATION AND FEDERALLY FUNDED PROGRAMS.

IN EACH INSTANCE. TELEVISION CAMERAS, VIDEO TAPE RECORDERS, AUDIO SYSTEMS, LIGHTING, VIDEO MONITORS AND PLAYBACK SYSTEMS, VIDEO AND AUDIO TAPES AND ASSOCIATED MATERIALS WERE TRANSPORTED TO NUMEROUS SCHOOLS AND BROADCAST SITES BY THE TECHNICAL COORDINATOR AND TELEVISION ENGINEER FOR UTILIZATION BY REQUESTING SCHOOLS.

PORTABLE SYSTEMS FOR THE CLASSROOM WERE DEVISED WHICH INCLUDED AMPEX #5100 VIDEO TAPE RECORDERS, TELEVISION CAMERAS, 4-1 CANON ZOOM LENS, SHURE MIKE MIXERS, VIEWING MONITORS AND COLOR PLAYBACK UNITS. THESE SYSTEMS WERE ESTABLISHED IN SEVEN SCHOOLS WHILE REQUESTS FOR ADDITIONAL EQUIPMENT AND SERVICES WERE HANDLED FROM THE 18TH AVENUE SCHOOL STUDIO FACILITY.

THE STAFF PROVIDED INSTRUCTION, MAINTENANCE AND OPERATIONAL ASSISTANCE IN THE USE AND EMPLOYMENT OF THE FOLLOWING VIDEO AND AUDIO EQUIPMENT.

- 1-STUDIO PROGRAMMING - AUDIO - VIDEO/SERVICE
- 1-CONTROL ROOM - TRAINING/ENGINEERING
- 1-SERVICE - REPAIR DEPARTMENT - MAINTENANCE
- 1-AMPX VTR - 700 - STUDIO UNIT - OPERATION
- 5-AMPX VTR - 5100 - PORTABLE UNITS -OPERATION
- 6-VIDEO CAMERAS - STUDIO - PORTABLE - MOBILE
- 12-VIDEO LENSES - STANDARD - ZOOM
- 4-TRIPODS - DOLLIES - PAN HEADS
- 6-9" AMPX MONITORS - PORTABLE VIEWING
- 3-23" B/W - VIEWING MONITORS
- 3-LAVALIER MICROPHONES - STUDIO/MOBILE USE
- 2-STUDIO SOUND BOOMS - AUDIO SERVICE
- 60-1" VIDEO TAPES - STUDIO REELS.
- 1-DYNAIR MINI SYNC - DUAL CAMERA CONTROL
- 2-SHURE MIKE MIXERS - MULTIPLE MIKE USE
- 3-CONSOLES - STUDIO VIDEO CONTROL

B TELEVISION (CONT.)

- 9-INTERCOM - HEAD SETS - STUDIO COMMUNICATION
- 4-BANKS OF STUDIO LIGHTS - SPOT-LIGHT SYSTEM
- 1-GARRARD TURNTABLE - MUSIC SYSTEM
- 3-STUDIO SPEAKERS - AUDIO SYSTEM
- 3-PORTABLE UNITS - SCHOOL VIDEO SERVICE
- 8-EQUIPMENT TABLES - PORTABLE FOR MONITORS
- 6-DIAGNOSTIC METERS - FOR VIDEO SERVICE
- 600-FEET - STUDIO CABLE - GENERAL USE

COLOR:

- 2 - PANASONIC 3/4" COLOR RECORDER AND PLAYBACK SYSTEMS
- 10 - COLOR CASSETTES - VIDEO RECORDER
- 5 - MOTOROLA 23" COLOR MONITORS - STUDIO

PORTABLE:

- 2 - PORTA-PAK SYSTEM - 1/2" PORTABLE SERVICE
- 1 - PANASONIC SWITCHER - STUDIO EQUIPMENT

AUDIO:

- 1 - VOICE OF MUSIC 6 UNIT-CASSETTE DUPLICATOR
- 140 - CASSETTE RECORDERS - SCHOOL SERVICE
- 1500 - AUDIO CASSETTE TAPES -PROGRAM SERVICE
- 1 - SUPER 8 - SYNC RECORDER - MOTION PICTURE
- 1 - 35 MM SLIDE SYNC - FOR SLIDE PROGRAMS

MOTION PICTURE:

- 1 - TABLE MODEL SCREEN - PLAYBACK SYSTEM
- 1 - SUPER 8 MM - SOUND CAMERA-PROJECTOR
- 1 - SUPER 8 MM - AUDIO SYSTEM

ALL TEACHERS WHO PARTICIPATED IN OUR VIDEO AND AUDIO SERVICES PROGRAMS WERE INSTRUCTED IN PLANNING LESSONS TO RELATE TO TELEVISION SERVICES AS WELL AS INSTRUCTION IN THE OPERATION OF EQUIPMENT.

LESSON PLAN ATTACHED.

STUDIO ACTIVITIES:

THE MEDIA STAFF PRODUCED OVER 200 HOURS OF VIDEO AND 400 HOURS OF AUDIO TAPES FOR CLASSROOM, TEACHER TRAINING AND COMMUNITY SERVICES.

CLASSROOM TAPES WERE ARRANGED THROUGH THE COURTESY OF JERSEYVISION, OF WHICH WE WERE THE COORDINATORS, AND WNET, CHANNEL 13, WHICH EXTENDED THEIR PERMISSION TO TAPE THEIR EXISTING PROGRAMS FOR SCHOOL USE THROUGH OUR OWN SCHEDULING. THIS INCLUDED, FOR DAILY TAPING, SESAME STREET, ELECTRIC COMPANY AND SCIENCE PROGRAMS.

IN THE AREAS OF TEACHER TRAINING AND EVALUATIONS, CLASSROOM TAPES WERE MADE TO SHOW TEACHERS IN CLASSROOM SITUATIONS WITH THEIR STUDENTS. THESE TAPES WERE THEN PLAYED FOR THE TEACHER'S PERSONAL EVALUATION IN AN EFFORT TO CONTRIBUTE TO THE TEACHER'S AWARENESS OF HIS INSTRUCTIONAL PERFORMANCE.

STUDIO INSTRUCTIONAL PROGRAMS WERE ALSO DEVELOPED FOR SCHOOLS, STUDENTS AND PERSONNEL INVOLVED IN CAREER EDUCATION PROGRAMS, DISTAR READING, CURETON READING, BILINGUAL SERVICES, OUTDOOR EDUCATION, HIGH INTENSITY LEARNING CENTERS, SPECIAL

EDUCATION AND FEDERALLY FUNDED PROGRAMS SUCH AS RIGHT TO READ, TITLE III, TITLE I AND SUMMER SCHOOL.

COMMUNITY INVOLVEMENT:

SPECIAL PROGRAMS WERE DESIGNED FOR THE COMMUNITY AND ASSOCIATED PROFESSIONAL SERVICES. NUMEROUS ORGANIZATIONS, PARENT COUNCILS, AND GUIDANCE PROGRAMS WERE INCORPORATED IN THE RESPONSIBILITIES OF THE VIDEO STAFF.

THE VIDEO-TAPING REPORT WAS PREPARED BY GERARD SIMON AND ANTHONY DELGUERCIO.

RESPECTFULLY SUBMITTED BY:
MARIE C. SCANLON
SUPERVISOR OF RADIO AND T.V.

"Music -
Loc. 414

1974-75
Annual Report
of the
BUREAU OF MUSIC EDUCATION

Submitted by: DOROTHY A. TURPIN
ACTING DIRECTOR

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Foreword

At all levels of instruction, the Bureau of Music Education strives to foster growth in the understanding of music and to develop a sense of discrimination in dealing with it. Therefore the music program consists of exposure to all types of music in a variety of ways by a large number of music specialists.

The results of this concentration are outstanding. Presentations by choruses, orchestras, bands, and ensembles in programs of music of all periods and cultures are produced at any time.

We sincerely hope that recognition of the above facts will provide not only the continuation of this bureau in its present state, but such innovations as will make it the finest Music Bureau in the country.

Objectives of the Music Program

Through a variety of musical experiences, all children are led to develop:

1. an appreciation for and a love of music
2. an appreciation and understanding of the various ethnic and racial cultures represented in the community in which they live
3. some degree of skill in understanding and interpreting the written symbols of music

Through participation, children discover their musical interests and develop their musical potentialities. The fringe benefits of this exposure to music are enrichment, relaxation, variety in daily routine, group spirit or focus, leisure time interests and personal and emotional adjustment.

Desired Outcomes

Each child, through the music program in our Newark school system, should develop:

1. positive and favorable attitudes toward music
2. confidence in his own reaction to music
3. knowledge of a wide range of types of music
4. a repertoire of music which he enjoys
5. standards of judgment about music geared to his own purposes and at his own levels
6. a variety of responses to music through:
 - a. singing
 - b. moving to music
 - c. playing musical instruments
 - d. creating music
 - e. reading and writing music

7. an understanding of the power of music

Administration and Supervision

The supervision of 167 music specialists in about 87 schools with but two staff members presents innumerable problems:

1. the depth of coverage
2. the inability to have a full and complete knowledge of what is being accomplished and to evaluate results in terms of criteria established
3. the difficulty of evaluating skills and talents displayed by staff members
4. the insufficient contact with school principals

Nevertheless, a plan was devised five years ago in which the two supervisors were relieved of the responsibility of observing and assisting the regular classroom teacher. Only the music specialists were assigned to the two supervisors, and the situation improved somewhat. At present, one supervisor, Dorothy A. Turpin, is assigned vocal specialists and accompanists, and the other supervisor, Reuben Singer, is assigned instrumental teachers in the special, elementary, junior and senior high schools.

Since the above plan was instituted, some improvement has been noted in the supervisory services provided the music specialists. But, unhappily, little or no supervision is given to the musical activities carried on by the classroom teachers.

The ratio of the vocal music specialists and accompanists to music supervisor is about 120 to 1. The ratio of the instrumental specialists to the music supervisor is about 45 to 1. The imbalances can readily be seen. The instrumental situation is tolerable, but the vocal situation is not.

Orderly, acceptable and meaningful supervisory practices could be carried out more effectively if the ratio were 35 to 1 for the vocal section of the Music Bureau.

It is hoped that classroom teachers will be encouraged to remain in the classroom when the specialist is present to assist with the discipline when necessary.

The newly adopted supervisory program has, to some extent, improved the service to both the vocal and instrumental teachers, while leaving the classroom teacher virtually absolved of any responsibility in the area of music.

The acting director and assisting supervisor, Reuben Singer, were involved in many musical projects among which were the following:

Music Foundations Guide

Teen-Arts Festival in Newark and Trenton

Chorus and Band participation in Washington, D.C. Bicentennial

Instrumental Band Clinic

New Jersey Symphony Concerts - 2

Previewing Films at State Street

Participation in WBGO Spelldown

Textbook Evaluation Committee

Music In Our Schools Day

Career Education Conference

Special Christmas Celebration for the Board of Education

Parades - Crispus Attucks-Martin L. King, Columbus Day

Radio Music Class Program - "Pathways in Music"

Checked Pianos in 10 Schools with technician from Altenberg Piano Company

Served on Examining Board

High School Choral Festival

Musical Growth

The eight high schools participated in the Newark Teen-Arts Festival in March at Rutgers University's Robeson Hall. The festival was sponsored by Rutgers, the

Newark Junior Leaguers and the Music Bureau of the Board of Education.

Gospel ensembles, rock groups, a stage jazz band, a dance company and individual soloists participated.

In May, three groups that had been selected by a jury of music specialists from Rutgers University Music Department, appeared at the state level Teen-Arts Festival held at the State Capitol in Trenton. The three groups appearing in Trenton were the African Dance Company of Arts High School, the Recorder Consort of Malcolm X Shabazz High School, and the Barringer High School Rock Group. The Newark performers were highly acclaimed at the Teen-Arts Festival in Trenton, receiving favorable notices in the newspapers.

The Newark Boys Chorus continued into its 10th year as a product of the Newark Public Schools from which most of the students have been auditioned and selected. The performing group of 38 boys has created a national sensation being in great demand throughout the country. The Boys Chorus is now part of a private academic elementary and junior high school located in North Newark. The emphasis, however, is on singing and performance. Jon Quinn, the conductor, is an outstanding musician and music educator. The Music Bureau is proud and pleased to have helped with the organization of the Chorus which travels across the country and performs concerts on its way. The group has performed in various Newark schools. Performances with the Philadelphia Symphony, the New York Philharmonic Orchestra, a concert before the Pope in Italy, are among the highlights in the growth of the Boys Chorus.

In addition, the American Boys Chorus, has been organized by the founder and former conductor of the Newark Boys Chorus, James McCarthy. This chorus too, is making great strides as it appears on various occasions.

Recorder Ensembles are part of many of the regular vocal music classroom experiences in the elementary, junior and senior high schools. The Music Bureau is

hopeful that all students in the schools at all levels including special education, will have the opportunity to play the recorder. This is recommended by the Music Educators National Conference and the National Education Association. Through a grant from the Center for Humanities and Arts of the New Jersey Department of Education, six years ago, 1400 recorders were distributed to all the elementary schools. A fourth or fifth grade class in each school was started on the recorder with 30 recorders and books to a class. The program was extremely successful.

The Malcolm X Shabazz Recorder Consort was organized in May 1972 after 8 months of intensive work with 120 students who are members of S.W.A.S. at Malcolm X Shabazz High School.

Teacher Aids

The use of WBGO as a medium for teacher growth continues to be of inestimable value. Producing a radio tape is an exacting experience requiring much care and planning. Teachers involved in such projects grow in musical and teaching stature. This activity is an excellent in-service training device.

WBGO music and music classroom programs beamed into elementary schools have become a valuable service. The preparation for the taping of these programs has been a wonderful in-service growth situation for the elementary teachers involved. New series on folk music of various ethnic groups involving some of our outstanding teachers, are being planned.

A series of recorded concerts performed by vocal and instrumental teachers with their pupils in the Newark schools was presented with great success.

Dale Lamb, music teacher at Wilson Avenue School, produced a series of 30 fifteen minute music lessons, entitled Pathways in Music, geared to K-3 which was aired in September 1974 to extend through 1975.

Extra-Curricular Music Activities

After many years of fine musical activities, during 1974, the Saturday Music Program was abandoned by an act of the Board of Education and the new Superintendent, even though the money for the program had been budgeted. For some inexplicable reason the center was allowed to be phased out. However, in 1975 the Saturday Morning Music Center has once again been allowed to function. This year, we have added the All-City High School Chorus and piano classes. Hopefully, this will grow in years to come.

Newark students participated in several All-State High School activities such as the New Jersey All-State High School Band, Orchestra and Chorus as well as the North Jersey Opera Festival. There were Newark students in the New Jersey All-State Chorus and Orchestra which performed at two concerts; one in Atlantic City before the New Jersey Education Association Convention and the second, a repeat concert in Newark at Symphony Hall.

Several students from Weequahic High School sang at Lincoln Center with the All-American Youth Chorus sponsored by the American Airlines.

Participation in these high level activities provides added musical and social experiences for advanced talented high school students.

Elementary and high school vocal and instrumental groups furnished music for many social and civic functions such as PTA meetings, civic clubs gatherings, United Appeals Luncheons. Music was furnished by the high school bands for Columbus Day and other parade events such as St. Patrick's Day, Crispus Attucks-Martin Luther King Day, Little League Day.

Our eight high schools have been outfitted with new "mod" band uniforms. The well uniformed bands make a fine appearance and impression on the general community. The Music Bureau heartily endorses and supports the participation of the various musical

organizations in the many civic and community activities and functions. The public relations value to the Music Bureau and the Board of Education cannot be adequately measured. A number of our bands have taken part in out-of-the city activities.

The Newark Choral Society continues as a major musical force in the community. A new director will be chosen in September. Its appearances during the year at various functions and concerts are acclaimed by those present. The Newark high school alumni and other adults who participate find an outlet for their talents discovered, encouraged, and developed in high school.

There are several PTA Choral Societies flourishing in the evening recreational program. An attempt should be made to coordinate their efforts and to have all the groups appear together at one concert.

A great need exists for a community concert orchestra and/or band into which can go all of the string, wind, brass, and percussion players who have graduated from the Newark high schools and who desire to continue playing as a hobby.

Continued expansion of the extra-curricular program should be expected. More local civic youth and adult vocal and instrumental groups in recreation centers or adult schools should be planned. A true value of a music program in the schools is the carry-over into community life; church, home community, or adult center. The program in our schools has most certainly been heading and will continue to head in that direction.

During the summer school session, over 500 students from the elementary, junior and senior high schools took part in the instrumental music program. A staff of eight teachers with Mr. Gabriel L. Nevola as acting supervisor, gave instrumental music lessons in twenty-four centers distributed strategically in all parts of the city. Along with instruction on all musical instruments, ensembles, bands, and orchestras were formed and presented concerts during nine assembly programs including several out-door concerts.

In addition, for the first time, an elementary vocal music program was successfully launched with 10 teachers servicing 20 elementary schools. This is a most worthwhile activity, which we sincerely hope will be repeated each summer.

These summertime musical activities are invaluable to children as a leisure time and cultural development activity. Children from various parts of Newark are brought together in conveniently located centralized schools and "make music together." This is a tremendously valuable socializing experience.

In May, two significant and outstanding all-city musical events were held. On May 4th, another "First" took place. At West Side High School an Instrumental Band Clinic was held for the benefit of junior and senior high school pupils. The clinicians were outstanding musicians from the Selmer-Bundy Instrument Company.

On May 13th, six high schools met at Barringer High School and performed admirably, considering the stress under which all have been working during the city's economic crisis. The newly-formed All-City Chorus sang following the six high schools, and the program closed with, "Lift Every Voice and Sing."

The Newark Community Center of the Performing Arts organized by Stella Lass and Saunders Davis, has proven to be a valuable adjunct to the Music Bureau. It has expanded into a third large building. Students attend the centers after regular school hours and on Saturday for private lessons on all instruments. The results are already evident in the improved quality of student performers in the school orchestras and bands.

The Director of Music is on the Board of Directors of the center, and a close working relationship has been established leading to successful and innovative programs at the institution.

The Director of Music is also on the Board of Directors of the Newark Committee

of the New Jersey Symphony. There is a close liaison between the Symphony and the Newark schools.

Recommendations for 1975-1976

1. The most important recommendation is to have the Board of Education reappoint our two supervisors. The loss of supervisory assistance to our vocal and instrumental teachers would be tremendous to say nothing of the harm, inherent in this move, that would be done to our children. The splendid teamwork among the supervisors and the secretary are responsible for the 'esprit de corps' among teachers and the successful year which we have just completed.

2. It is recommended that department chairmen be appointed in Arts High School and Weequahic High School, since there are six music teachers in each of these schools. I believe the Board of Education policy is to have a department chairman when six or more teachers are in a department.

Appointing chairmen to cover two or more secondary schools where there are 2-4 teachers in each school would be highly desirable and would provide for a better coordination of musical activities within these schools. The chairmen would be responsible to the principals in the respective schools and to the director of music.

3. It is recommended that piano classes be established in all of the elementary schools. The new electronic piano laboratory of 6-12 pianos should be installed in schools that have an extra spare room. Piano lessons are eagerly sought by thousands of children, and the opportunity to take lessons in school should be made available.

4. It is recommended that Courses of Study in the following areas be developed by the Curriculum Division:

- | | |
|-----------------------|--|
| a. General Music | 10th Grade |
| b. Applied Music | 11th - 12th Grade |
| c. Instrumental Music | Elementary, Junior, Senior High School |

5. It is recommended that appropriations for repairs of musical equipment and for sheet music and other supplies be increased. This increase is necessary because of the expansion of the program and because of inflation.

6. It is recommended that funding be made available in order that the recorder be taught to all 4th, 5th grade children. The vocal and instrumental teachers should include instruction on the recorder as part of their regular classroom activities.

7. It is recommended that the security problem which is still a serious one, although through the efforts of Dr. Pfeffer and Mr. Bell, an attempt has been made to improve the situation through a repair and maintenance program involving changing locks, doors, grills, etc., be improved.

8. It is recommended that the three all-city high school groups; Band, Chorus, Orchestra be put on a permanent basis with paid managers and conductors and possibly paying the performers on a work-study plan. Funding might be provided through special federal funds.

9. It is recommended that a different kind of planning be devised for the important reading program so that the time allotted does not completely infringe upon the time for music lessons; vocal classroom and instrumental. If at all possible, music teachers should not be utilized for coverage of classes, except in cases of dire necessity. It is suggested that pool substitutes be utilized for this purpose.

10. Furthermore, it is recommended that Music Bureau teachers be excused to attend meetings to be held at the following times:

- a. All junior and senior high school teachers on the afternoon of the first day of school.
- b. All elementary teachers on the morning of the first day of school.

Music Services in Schools

SECONDARY SCHOOLS

<u>Nine Senior High Schools</u>	<u>No.</u>
Instrumental Music Teachers	20
Vocal Music Teachers	14
Accompanists*	6
TOTAL	<u>40</u>

Five Junior High Schools

Instrumental Music Teachers	6
Vocal Music Teachers	12
Accompanists**	2
TOTAL	<u>20</u>

ELEMENTARY SCHOOLS

<u>Eighty Elementary Schools (including Special Education)</u>	<u>No.</u>
Classroom Vocal Music Teachers Servicing 1 or 2 schools each	88
Itinerant Vocal Classroom Music Teachers Servicing 12 Schools	3
Itinerant Instrumental Teachers Servicing 53 Schools	12
Itinerant Accompanists Servicing 35 Schools	12
Instrumental Teachers Servicing 1 School	1
TOTAL	<u>116</u>

*Four of the high school accompanists service 6 elementary schools.

**Two of the junior high school accompanists service 6 elementary schools.

SCHOOL OWNED INSTRUMENTS

Senior High Schools	1067	
Junior High Schools	504	
Elementary Schools	2056	
Special Education (Montgomery-Chestnut Street)	<u>52</u>	
		TOTAL 3679

STATISTICS

Extra-Curricular Music Activities

Summer Music Activities

<u>Number of Centers</u>	<u>Number of Teachers</u>	<u>Attendance</u>	<u>Concerts</u>
9	7 & 1 Supervisor	544	9 Assembly Programs

Newark Choral Society

<u>Number of Centers</u>	<u>Number of Teachers</u>	<u>Attendance</u>	<u>Concerts</u>
1	1	20 members	2

Community Services

Parades:

Columbus Day
Veterans' Day
Little League
Attucks-King Memorial
St. Patrick's Day

United Appeals and
Civic Club Luncheons
and Dinners

PTA Meetings:
Many groups from
elementary and
secondary schools

ANNUAL REPORT
of
Dorothy A. Turpin
Acting Director
Supervisor

1974-1975

SCHOOLS VISITED

All elementary, junior high and senior high schools have been visited at least once. Some of them necessitated several visits, because of problems with teachers, special programs, etc.

SPECIFIC SERVICES AND ACTIVITIES

1. Signed innumerable music certificates as requested by teachers.
2. Visited all new teachers, demonstrated teaching techniques and held individual conferences in many cases, after regular school hours.
3. Assisted in interviewing new candidates for vocal positions.
4. Submitted recommendations for several teachers leaving the system.
5. Assisted principals, classroom teachers and music teachers by suggesting, transporting and collecting materials.
6. Prepared Piano Inventory and Piano Budget for 1975-1976.
7. Arranged for special tuning of pianos before concerts.
8. Planned organization of All-City Chorus meeting at Saturday A.M. Center. Attended many evening performances of concerts in elementary, junior high school and senior high schools plus Saturday rehearsals and Sunday concerts, All-City Vocal and Instrumental.
9. Evaluated and stored all new publications on closet shelves.
10. Rearranged materials on closet shelves in concise and accessible order.
11. Arranged for tuning, repair and removal of pianos.
12. Held conferences with individual teachers at schools and at Music Bureau Office discussing observations, methods of teaching, plan books, materials, special programs, etc.
13. Arranged for new teachers to observe our best teachers at work in classroom.
14. Organized the schedules of school accompanists.
15. Organized and arranged details for All-City High School Choral Festival at Barringer High School.
16. Arranged for teachers to pick up materials at Music Bureau Office.
17. Advised officials of Newark Choral Society re matters for improvement.
18. Arranged trip to Washington, D.C. Bicentennial for Arts High School Chorus and Weequahic High School Band to perform.
19. Conferred with Jean Killingsworth of Music for Education and Cultural Appreciation, Inc. re production and distribution of the Black Composers Series on Columbia Records.
20. Checked pianos in 10 schools with technician from Altenberg Piano Company
21. Previewed films at State Street.
22. Served on Examining Board
23. Celebrated Music In Our Schools Day and initiated form for future performances
24. Prepared and organized Music Foundations Guide
25. Planned Teen-Arts Festival in Newark and Trenton.

RECOMMENDATIONS FOR 1975-1976

1. That freedom of choice in visitation to schools be continued, since the Supervisor is close to the individual situations.
2. That Supervisor be allowed to plan and make arrangements for High School Choral Festival, exchange concerts and regional concerts, with the aid of a committee, which she will select.
3. That the Supervisor suggest and carry out any feasible ideas which will improve the instruction of music in the schools.
4. That careful recruiting and screening of applicants be made, so that our pupils will have the best musical instruction available.
5. That the last two weeks of the year be set aside for the following:
 - a. completion of reports
 - b. collection of materials
 - c. interviews of prospective teachers and accompanists
 - d. evaluation of year's work.
6. That a course in piano tuning be set up in one of the high schools and taught to a class of seniors, in order to have enough tuners available in the future, to service the pianos in all Newark schools.
7. That the tuning of pianos be set up on a regular schedule, stemming from this office, at least once a year and that tuning be done by professional tuners, hired by the Board of Education and paid a fixed salary.
8. That the Supervisory Report form be revised to record observations of vocal teachers and that a separate form be drawn up to record observations of instrumental teachers.
9. That the Handbook for Music Teachers be revised with a separate section for vocal and instrumental teachers.
10. That the dates for all reports, inventories, concerts, be planned and circulated well in advance of actual date due so that proper preparations be made to insure success.
11. That the Music Bureau be consulted as to Student Teacher Placement in sufficient time to select cooperating teachers and secure his or her consent to take the student.
12. That a method of evaluation be instituted to test musical knowledge at end of 4th, 6th and 8th grades.

ANNUAL REPORT
of
Reuben Singer
Supervisor

1974-1975

DUTIES AND SERVICES PERFORMED

1. All instrumental teachers were visited a minimum of 5 times during the school year.
2. Those teachers needing help were given more time.
3. Teaching techniques were demonstrated and suggestions were made.
4. Organization and program development were implemented with the newer teachers.
5. Teaching observations and conferences were made, particularly with the new teachers and other teachers needing help.
6. Materials were suggested and supplied.
7. Personal, school administrative and disciplinary problems were promptly handled.
8. Small group meetings were held to discuss mutual problems and ideas. Using this forum, plans and suggestions were made to improve the educational program.
9. A library of new and evaluated materials has been established in the office.
10. New candidates were interviewed for the instrumental positions.
11. New instrumental and music supply orders were prepared.
12. An instrumental reading program at all levels was established.
13. A process of accountability through a bi-annual report on the progress of each student was instituted.
14. A wind instrumental clinic was initiated.
15. A complete inventory account of all instruments was updated.
16. Complete file of stolen and missing instruments was organized.
17. A complete inventory of replaced instruments and uniforms was prepared.
18. All instruments and supplies received at the depository were processed.
19. Supervision of the repair of instrument billings and accounts was completed.
20. Special assignments from the Board of Education at certain schools were carried out.

RECOMMENDATIONS

1. Principals should be more responsible for the collection of money for missing or vandalized instruments.
2. The instrumental clinic for next year should be expanded to include strings and percussion.
3. A marching band clinic should be inaugurated.
4. Accountability forms should be printed to make reports more formal.
5. The Music Bureau should be consulted as to the choice of vendor for all purchases that do not need a bid. This would help with a better quality and price.

6. An instrumental book evaluation committee should be formed.
7. A special book evaluation committee should be formed to select special materials needed by specialized schools such as harmony books, orchestration books, etc. A member of each high school, teaching these courses, should be selected to serve on this committee.

CHRONOLOGICAL LIST OF MUSIC EVENTS

July 1, 1974 Through June 30, 1975

1973

July 8	Opening of Summer Music Activities in 24 centers
August 12-16	Assembly Programs given by boys and girls of Summer Music Activities
August 16-17	Summer School Concert held at Vailsburg and Arts High Schools
September 3	Vocal and Instrumental Teacher Meetings held at Barringer High School
September 24	Opening Session - In-Service Course held at Clinton Place Junior High School
October 14	Columbus Day Parade - High School Bands
October 28	Veterans Day Parade - High School Bands
November 10	All-State High School Concert - Atlantic City Convention of New Jersey Education Association
November 17	All-State Concert held at Symphony Hall
December 5	Symphony Hall Children's Concert
December 16-23	Series of Christmas and Hanukkah Assembly Programs in Schools
December 23	Board of Education Christmas Program

1975

January 4	All-State Region I Auditions
January 10	All-State Chorus Rehearsal
January 18	All-State Chorus and String Rehearsals
February 27	New Jersey Symphony Concert for Newark students held at Symphony Hall
March 12	Junior High School Instrumental Teachers' Meeting
March 13	Music In Our Schools Day
March 17	St. Patrick's Day Parade - East Side High School and Vailsburg High School Bands
March 19	Junior High School Instrumental Teacher Meeting
March 22	Arts High School Auditions
March 22	Teen-Arts Festival held at Rutgers University

April 7
April 16
April 18-20
April 21-29
April 25

May 4
May 6
May 7
May 18
May 21
May 23

June 2-3

Region I All-State Chorus tryouts
Elementary School Instrumental Teacher Meeting
Music Educators National Conference Convention
Elementary Vocal Teacher Meetings
Attucks-King Memorial Parade - High School Bands

Band Clinic at West Side High School
Career Education Conference
State-Wide Teen-Arts Festival held in Trenton
High School Choral Festival
Curriculum Night - Newark Plus held at Newark Museum
Textbook Council Meeting

Title I Conference at Robert Treat Hotel